

PERSONAL COLUMN

British education has been divided into two nations: independent and maintained. Why? The first answer is that Butler and his colleagues in 1944 decided to perpetuate a "maintained system" separated by a great divide from the "independent sector". But why did they do it? None of the usual answers is convincing.

It was not because of the desire to provide free education for all those who wanted it; that could have been achieved by the Government contracting with the churches, other charitable bodies and entrepreneurs to provide as many "free" schools as were needed, without setting up a great new maintained system. Nor was it because state provision of maintained schools enabled the Government to set minimum standards: amazingly, the 1944 Act failed to establish any system for ensuring that pupils in maintained schools would reach a minimum standard, and if standards had been set, they could in any case have been applied to all schools, whether provided by the state or by others.

The explanation lies, rather, in a belief which at the time seemed obviously true, but which has since seemed much more questionable. To Butler's little band, and to the electorate at large, the state – in the form of the local authorities – seemed the best possible provider of education. It was held to be as pure of heart as the charities, but



Butler's hand perpetuated the maintained system.

better organized; as concerned for the spiritual welfare of pupils as the churches, but richer, more modern and non-sectarian; as effective as private entrepreneurs, but untainted by the profit motive.



OLIVER LETWIN

Mixed blessing

'The problem is combining the merits of independence with those of state funding, while restoring the state as impartial arbiter of standards'

With hindsight, this credo looks shallow. Local authorities have not proved to be particularly well-organized. Their riches have all too often been dissipated in bureaucracy. They have not been effective in achieving high standards of learning or discipline.

Worse still, by becoming the major providers of education, the local authorities and the Department of Education have lost the ability to act as independent arbiters of quality. As providers, they have become judges in their own case, with a vested interest in pretending that all is for the best in the best of all possible educational worlds. In short, so far as the maintained sector is concerned, the 1944 settlement has created incentives not for excellence but for complacency.

The fate of the independent sector is not much better. Independent schools are not welcomed by the educational establishment as providers of first-rate schooling and as a means of relieving the burden on the tax-payer. Instead, they are scorned as bastions of wealth and privilege. Those of them that are in practice neither wealthy nor privileged suffer from the image, and yet struggle along without any degree of state support.

When an independent school does well, and its pupils win places in the best universities, it is met by a chorus of outraged

egalitarianism. When an independent school does badly or misbehaves, it is immediately subjected to a torrent of self-righteous criticism: "This would never have happened in the maintained sector".

One way and another, the independent schools are beleaguered, defensive, self-conscious and undervalued – participants at a fringe event who are never invited to the main festival.

If we were starting afresh, we would never recreate such an arrangement. But, of course, we are not in that happy situation. We have to start – or, more precisely, the present Government has to start – with where we are. The problem is how to move from that position to one in which the merits of independence (self-determination, competition, flexibility) are combined not only with the merits of state funding (free education for all those whose parents are not able or willing to pay), but also with the restoration of the state as an impartial and dispassionate arbiter of standards.

Solving this problem sounds like a big task. But that is exactly what Mrs Thatcher and Mr Baker have taken on. Their plans amount to nothing less than an effort to break down the barriers between the maintained and independent sectors. They are trying to create a world in which independence is not a consumption that can be achieved only by forsaking state funding,

but rather something that is available within the maintained system. And they are intent on making the state a judge of the standards provided by others rather than an apologist for the failings of its own provision.

The plan is simple and well-known: a proper budget for every maintained school, run by and for that school, with the right for every maintained school to opt out and run itself entirely if the local authority becomes too domineering, and with rigorous universal tests in basic skills for all children. There are methods of eroding the distinction between "independent" and "maintained", distancing the state from the provision of schooling, and enforcing standards.

Only one more element is required to complete the picture. The present independent schools need to be given the right to opt in, so that they can open their doors to any pupil regardless of his parents' means. With that change in place, added to all the others on which the Government is now embarked, British education could at last become one nation – in which a multitude of independently-run schools, each with its unique character, and each with access to support from the tax-payer, could work together in amiable competition to provide the best possible education for all. We have to hope that the day will not be far off when that dream comes true.

NEXT WEEK

Governors and governing

The first of a major eight-week pull-out series covering every aspect of school governance

Opting out of ILEA

Responses to the consultation paper

Rising fives . . .

... or falling fours? What really happens in infant classes

Extra: Science

THE TIMES Educational Supplement

OCTOBER 23 1987 NUMBER 3721

Bill could block the way to integration

Opting out may hurt special needs pupils

by Sue Surkes

Teachers are concerned that schools which opt out of local authority control will not cater for children with special educational needs, a member of the House of Commons Select Committee on Education said at the end of last week.

Chris Marshall, staff inspector of special needs, said extra cash might be granted to maintain schools to cater for special needs children.

Mr Marshall added that the Department of Education and Science is going ahead with a review of the Education Act that is almost certain to lead to a revised Government plan to present the results to the House of Commons early next year.

Speaking personally, and as a member of the House of Commons Select Committee on Education, the committee group that organized the consultation said that the review of the Education Act would be on 60 to 70 points which would include the implications of the Act for special needs children. Many of them had been raised in evidence submitted to the committee by teachers, parents, and others.

Mr Marshall, who shared some of Mrs Marks's anxieties, assured her that the national curriculum subject working party and the task group on assessment and testing were aware of the issues.

A range of test options was available, he later explained. It would be possible, for example, to set 100 attainment targets for 5 to 16-year-olds and to specify that 23 of them should be reached by the age of 11.

The mood at the conference was angry and confused, with some participants keen to know what the future held for special needs youngsters in inner London, Education Authority schools.

Mr Robert Harvey, the ILEA's assistant education officer for special education, warned that rate-capping would create "very serious difficulties" in the next financial year.

Mr David Marjoram, HMI for art and design, speaking to the annual conference of the National Society for Education in Art and Design in York, said that attainment testing was unlikely to apply to any arts subject.

Replying to a question about assessment and the national curriculum, he acknowledged there were different views – as yet – unresolved views about attainment targets and tests, adding: "But I see no need to worry. I think testing will be denied the arts."

for statemented children in mainstream schools.

Mr Marshall thought the internal review would be unlikely to lead to changes to the Act itself. But revisions to Circular 10/83, which outlines assessment procedures, were virtually certain. He speculated that the definition of special needs and elements of the assessment process might be clarified.

Mrs Leslie Marks, of the Greater London Association for Disabled People, warned the conference that the Government's proposed legislation could set back progress towards integration.

Mrs Marks wanted to know what the implications for special needs pupils would be if a school profile became dependent on good test results. How would schools feel about the cost of special needs provision if they were given control over their budgets? And who would be responsible for special needs in schools that opted out of local authority control?

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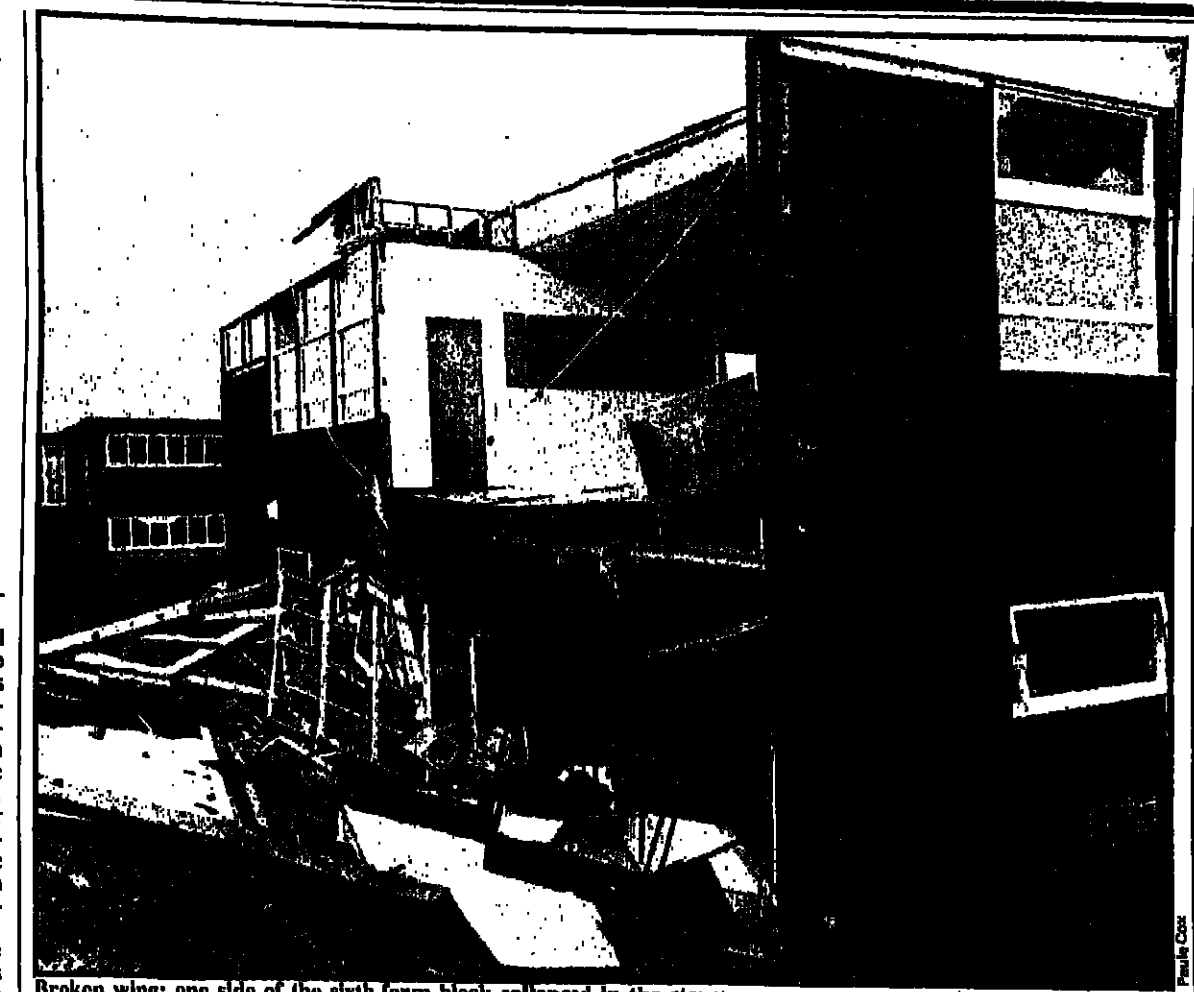
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Broken wing: one side of the sixth-form block collapsed in the storm

Baker denies plan for new inspectors

by Barry Hugill and Richard Garner

Mr Kenneth Baker has assured the local authority associations that he has no plans to "nationalize" their inspectors and advisers. He has ruled out the creation of a special "third force" of super inspectors independent of both the L.A.s and HMI Inspectorate charged with monitoring the proposed national curriculum.

Worries that the Minister had designs on the local inspectors were first aired in September when, at a meeting between the L.A.s and Department of Education and Science officials, it was

next Monday in an attempt to steal some of the thunder of an all-party group which is calling for a united response to the Baker proposals.

Mr Brian Sans, of Bexley, leader of the Conservative group on the AMA, is organizing a conference in Solihull on the same day as the newly-formed Standing Conference on the Bill, containing teachers' union representatives and church groups as well as L.A. members, is holding its meeting in Birmingham.

Mr Sans, who said that Conservatives from at least 20 metropolitan L.A.s would be attending the Solihull gathering, claimed that the other conference would be solely concerned with achieving an anti-Government consensus.

The higher education version of the Technical and Vocational Education Initiative was announced this week, writes Mark Jackson. It will aim to offer all students the chance to learn management and business skills, and to gain relevant work experience.

The programme will be the responsibility of the Training Commission – the name under which the present Manpower Services Commission, stripped of its non-training activities, will operate in future.

Tideway almost blown away

by Linda Blackburne

One of the country's most innovative comprehensive schools has been severely damaged by last Friday's hurricane-force winds.

Tideway School, which is perched on a cliff overlooking Newhaven in East Sussex, was closed this week but it is hoped that it will reopen after half-term. Earlier this week attempts were being made to find temporary accommodation for the school's 1,300 pupils.

During the storm, the sixth-form block collapsed on one side. One of the main teaching blocks with 14 classrooms lost most of its roof and another block suffered roof damage and many smashed windows.

Tideway is well known for being one of the first to introduce the so-called continental day. It won two national curriculum awards in 1984 and 1987 and also received the Fawcett Award for equal opportunities in the curriculum.

When the school reopens after half-term, it will be able to accommodate only the fourth, fifth, sixth and seventh years. It is not yet known how the first three years will be housed.

Schools' damage, page 3

NOTICEBOARD

PEOPLE...

Mr Leslie Fielding has taken up his position as vice-chancellor of the University of Sussex. He was director general for external relations at the Commission of the European Communities in Brussels.

Dr William McAleer, a senior lecturer in the department of business studies at Queen's University, Belfast, has been reappointed as chairman of the Colleges of Education Negotiating Committee, Northern Ireland. Air Commodore Ian Forster has been appointed director of Newcastle University's careers advisory service. He was director of training with the Royal Air Force.

CONFERENCES...

October 23 The Open College organized by the National Association for Staff Development in Further and Higher Education at Manchester Polytechnic. Speakers: John Treaster, Nye Rowlands and Roger Lewis. Fee £25 members, £12 non-members. Details Mrs B. Abbott, CEDAT, Shepherd's House, Elizabeth Gaskell St, Hathersage Road, Manchester M13 0JA.

October 24 Needs of ability and provision for the child of high ability at school organized by the National Association for Gifted Children at North Westminster Community School. Details from Ruth Gale, NAGC, 1 South Audley Street.

EVENTS...

October 30 Research on headship British Educational Management and Administration Society seminar in London to discuss research on primary and secondary headship. Details from Dick Weidling, NFER, The Mere, Slough, Berks SL1 2DQ.

October 30 and 31 Beyond the nation: international perspectives on cultural studies organized by the Association for Cultural Studies at Portsmouth Polytechnic. Fee £14 (£7 students). Details from Roger Bromley, School of Social and Historical Studies, Portsmouth Polytechnic, Kings Rooms, Bellevue Terrace, Southsea PO5 3AT.

October 31 The changing face of education organized by B1 Action, a national network of parents of children with special educational needs, at Ashdown School, Rugby. Details from Fallowfield House, 18 St Vincents Road, Westcliff-on-Sea, Essex SS0 7PR.

November 3 Forum for Access Studies conference on access courses and the role of the validating bodies at Birmingham Polytechnic. Details from Claire Durkin, FAST, 58 Clapham Common North Side, London SW4.

November 4 Politics Association 10th-form conference in Central Hall, Westminster, on The aftermath of the 1987 election. Tickets £3 from Peter Lewis, 30 Stone Lane, Lydard Millant, Sharnock St, 9LD.

EVENTS...

October 27 Associated Examining Board seminar and awards at the Sedgwick Centre, London E1. Senior staff from industry and education with an interest in industry education liaison are invited to phone George Turnbull at the AEB if they wish to attend. Admission by invitation only. 0483 506506

November 2 Primary education – looking to the future by Ian Marsh, organized by the National Association of Primary Education, at Thomas Polytechnic at 8 pm. Details from Janet Brasted, 21 Monk's Orchard, Wilmington, Kent DA1 2TB.

November 7 National Association for Tertiary Education for the Deaf open meeting in Hull for all those concerned with the welfare of deaf people in post-16 education. Details from Jill Morrell, Service for Hearing Impaired, Cape Road Clinic, Cape Road, Warwick CV34 4JP.

November 7 After Isenring, what next? Ways of helping young people at Leicester Polytechnic with Alison McKay, Anthony Lawton, June Chadwick, Euan Slater, and Carole Sutton. Fee £25. Details from Industrial Liaison Centre, Leicester Polytechnic, PO Box 145, Leicester LE1 9BH.

EVENTS...

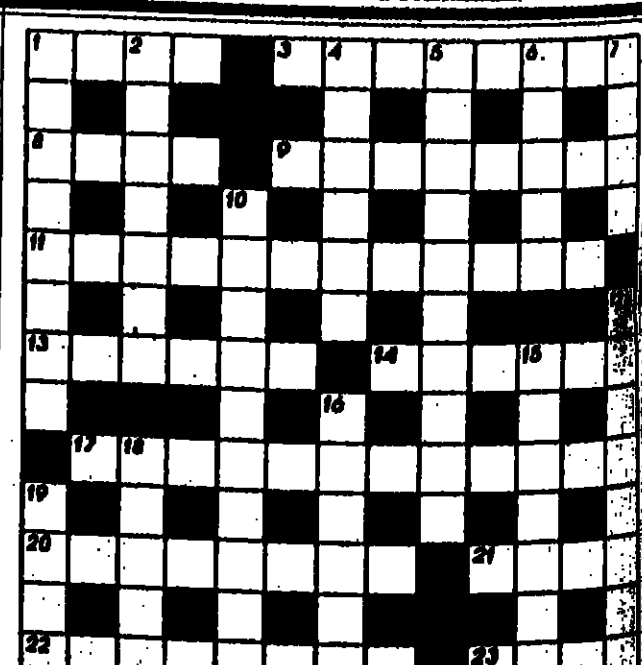
November 7 How am I doing? Staff development in primary, middle and secondary schools at Fitchingbrook House, Huntingdon, with Mr Derek Waters, visiting fellow, the London Institute of Education and former director of the ILEA Primary Management Centre. For details please send a stamped addressed envelope at least 22 cms by 10 cms to the College of Preceptors, Eastern Regional Course Secretary, Woodland View, Lower Road, Haine Hale, Thetford, Norfolk IP25 7EB.

November 11–12 Careers for Women annual course takes European Year of the Environment as its theme. Programme includes architecture, conservation, housing, water engineering, etc. Details from the National Advisory Centre on Careers for Women, 8th Floor, Artillery House, Artillery Row, London SW1P 1RT.

INFORMATION

Learning difficulties Membership of the Professional Association of Teachers of Students with Specific Learning Difficulties is open to teachers holding the RSA diploma for teachers of students with specific learning difficulties. Details from the chairman, Hilary Green, Sunnybank, Churchill, Oxon OX7 6NW.

No 327 CROSSWORD by Rufus



Across
1 Lay off the wine (4)
3 Remarks how French the school head may be (8)
5 Stay well away from work (6)
11 A relation in retirement (7, 3)
13 Girl is ill-disposed to a Scot (6)
14 Type of engine one finds in a Leeds broken down (6)
17 The country's top people – emerging from Heathrow? (6)
20 Tricked into side street (8)
21 Goddess in terrible danger (4)
22 As without work in the pharmacy (4)
23 Governors back in nursery education (4)

Down
2 Winter dancing party? No, but it's thrown for enjoyment (6)
4 Disgust around the Kremlin, for example (7)
6 Gave an address to read out (6)
8 Carried on when supported (10)
9 Troubled reign current in W. Africa (5)
7 One bound on a crest of a wave, we hear (4)
10 Dining out with meat and drink (3, 4)

Solution to puzzle 326
Across
1 LAY OFF
3 REMARKS
5 AWAY FROM
11 RETIREMENT
13 SCOTCH
14 DIESEL
17 TOP PEOPLE
20 HEATHROW
21 GORGON
22 WITHOUT
Down
2 WINTER
4 DISGUST
6 ADDRESS
8 CARRIED
9 TROUBLED
7 ONE
10 DINING
12 FELLOW
15 YET
16 HE WAS
18 FRENCH
19 CLUE

Governors & Governing

See centre for 4-page pull-out

NUT

NUT = No U turn

Four and 5 in school

Art of the state

EXTRA: Science 30-36



EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

"THE FINEST IN THE WORLD . . ."

Mr Richard Luce has one of the least enviable portfolios in Mrs Thatcher's team. To be Minister for the Arts administering a budget for a government which doesn't really believe in either the arts or public subsidies, is rather like being an ambassador in implacably hostile territory. Mr Luce is also responsible for libraries and here, too, he has an uphill task in convincing the men and women who run the libraries that he is on their side. He freely admits he earns his Brownie points by cutting public expenditure, not increasing it. His job is to extend the frontiers of the market economy not defend the ramparts of the public sector. He talks to them (as in his speech to the Library Association last week) of joint ventures with private business, of the need for libraries to "take greater responsibilities for selling themselves", and for introducing more fee-charging "extras", so that "the basic services remain free".

The emphasis throughout his speech was on the need to protect the basic library service. "The promotion of books", he said, "is the primary role of libraries". The inference was perfectly clear. Outside this basic library function, the way is open for increased charges. Libraries, like universities, will have to look to new sources of income and ways of making "non-basic" services self-financing.

The fact is that libraries are at the crossroads of the information revolution and it is difficult to think of any particularly persuasive reason for giving books *qua* books priority over all examples of other forms of communication. Records have been part of the library stock for many years. More recently the arrival of video has extended the range of materials which libraries can usefully stock. On-line data

retrieval will depend increasingly on the economical use of electronic resources which libraries are ideally placed to undertake.

It is quite possible to yield to no one in respect for books - what Mr Luce calls "those miracles of print and paper which encapsulate the wit and wisdom of mankind" and yet doubt if the technology of Gutenberg is the end of the matter. If what is important is access to information and ideas, the form in which these are captured is neither here nor there.

If the future of the library service is to be decided on ideological grounds - public sector bad: private sector good - then the prospects for the public library service are not particularly encouraging. If a true pragmatism can be maintained, however, in which public and private can enter into a real partnership, then there is plenty of scope for co-operation.

The role of the public library should certainly be allowed to develop, and there is absolutely no reason at all why a country which is growing richer should not decide to spend more of its wealth collectively, achieving thereby the elementary economies which libraries make possible.

Public libraries, like public service television, give incredibly good value for money. If they were paid for out of charges, it would all cost a great deal more than it now does to provide a similar service. But information is the great and growing business of the post-industrial age, and it must be for the libraries to respond to the information explosion without trying to do everything, or be everything to all men.

Mr Luce is right. There is a real challenge here to the enterprise of the library service managers. He talks of pump-priming to encourage this enterprise.

This could be highly creative, provided it is done with sufficient generosity and imagination. Provided, that is, that gut hostility to public enterprise doesn't inhibit sensible investment.

In welcoming initiatives of this kind, however, it is impossible to avoid noting that the main thrust of Mr Luce's speech is restrictive and narrow. A strong and expansive public library service is needed now more than ever. The more the schools are pushed towards market mechanisms and made dependent on private fund-raising (see Richard Pring's article on page 4) the more important it is to defend, on purest conservative grounds, the public libraries and the principle of free and open access to knowledge and to education. This should be something which should transcend party loyalties. With pardonable chauvinism, Mr Luce opened his remarks by claiming that Britain has "the finest public library service in the world". It should be the universal aim to keep that proud boast.

But these are dodgy times. Britain also has "the finest public service television in the world", yet everybody knows there is a very real danger that this is about to be sacrificed on the altar of ideology. It is widely recognized that deregulation may well have the paradoxical effect of increasing competition, while reducing the variety and the quality of the programmes, with consequences which could only be culturally debilitating, with a knock-on effect on education standards which will be certain, if impossible to prove. It may well already be too late to hold the pass in TV. But it is not too late to defend the public library system and campaign for its imaginative development in the electronic age.

Second opinion

TRIUMPH OF THE EL VINO PRINCIPLE

Question: What is the connection between El Vino's, the celebrated Fleet Street wine bar, and Birmingham's grammar schools?

Answer: Both have been adjudged to have treated women less favourably than men and, in consequence, to have broken the law.

Last week, in a case brought by the Equal Opportunities Commission, the High Court ruled that Birmingham city council had discriminated against girls by providing, in their grammar schools, fewer places for girls than for boys. The judge, Mr Justice McCullough, granted the EOC the declaration they had sought, namely that the arrangements currently made by Birmingham city council for the provision of selective secondary education were unlawful because of Section 23 of the Sex Discrimination Act 1975 read with Section 8 of the Education Act 1944.

What with the *Keating* decision two years ago (you don't have to provide single-sex schools but, if you do, you must not so provide less favourably for one sex than for the other) and now the *Birmingham* decision (you don't have to provide grammar schools but if you do you must not so provide less favourably . . .), to say nothing of the looming *Dill*, i.e.s must be wondering: "Has somebody got it in for us? Are we an endangered species?"

Surely, you may say, the judge couldn't have taken into account the fact that Birmingham did not deliberately put girls at a disadvantage? Or that to remove the imbalance between boys and girls would pose legal, financial and administrative difficulties? Oh yes he did.

But there was some comfort for i.e.s.s. Towards the end of his argument on behalf of Birmingham the QC launched an *Excoet* missile. The EOC, he said, could have complained to the Secretary of State under Section 99 of the 1944 Act; and, since the Commission had that alternative remedy open to them, they should have gone to him rather than come to the High Court. The *Excoet* missed the target - but apparently not by very much. The judge regarded this as one of the rare cases where, despite the alternative remedy, judicial review - in the shape of the declaration - should be granted.

Why was Birmingham picked on for the test case? Probably because of the imbalance and size of the intake - 540 boys and 360 girls.

Are there i.e.s.s. other than Birmingham anxiously waiting for their copies of the transcript of Mr Justice McCullough's judgment? Probably. Of the 29 i.e.s.s. in England and Wales which provide selective education, only five have single-sex grammar schools; six others (in addition to Birmingham) have an imbalance of boys and girls of more than 20 per cent; and a further six have an imbalance of between 10 per cent and 20 per cent (January 1986 figures).

If Baker's Big Bang goes off as planned some of the schools wanting to opt out in favour of grant-maintained status may be schools contributing to the i.e.s.s. sex imbalance ratio. The remedy is simple. The i.e.s.s. should discriminate like anything against the sex which currently has "more favourable treatment" in any school which is showing signs of wanting to opt out.

Feeling better now? You shouldn't be. Your action, encouraged by this column, of discriminating like any other thing against children from the Suchandsuch feeder primary, in order to reduce the discriminatory imbalance in the overall annual intake, is clearly discriminatory. Give up?

Peter Liel

Peter Liel is a solicitor and joint editor of *The Law of Education*, published by Butterworths.

Schools throughout the country were still suffering considerable disruption this week because of the atrocious weather. Linda Blackburne and Iola Smith report

Storm-damaged schools faced with demolition

Thousands of children were still at home this week after violent storms ripped off school roofs and obliterated classrooms.

The worst-hit schools in Hampshire, the Isle of Wight, Sussex, Kent, Essex and Suffolk were counting the cost of the damage. Many councils will be appealing for Government help after what Home Secretary Douglas Hurd called the worst night of disaster since the wartime blitz.

Some schools were only able to stay partially open by asking groups of pupils to come in on alternate days. Damage included blown-off roofs, demolished temporary classrooms, broken heating systems, shattered windows and entrances blocked by trees. Many teachers and children were unable to reach school because of fallen trees blocking roads.

One of the worst-hit areas was Essex where the council is considering demolishing some of its severely storm-damaged schools. A council spokesman said repairs to badly-hit schools could cost about £100,000 per building.

Essex, which is spending £38.7 million on a school rebuilding programme over the next five years, will consider making a plea for Government cash at a council meeting next Tuesday. Workmen were fitting a temporary roof at the beginning of the week. More than 50 per cent of Suffolk's 252 schools were affected by the storms. There was a blanket closure throughout the county last Friday and the cost of the storm has been estimated at more than £150,000.

Roofs were blown off several classrooms at Bungay High and covered walkways were demolished at Chantry High in Ipswich. Two temporary classrooms at Kirkley High, Lowestoft, were destroyed.

Other Suffolk schools were made safe and children asked to arrive for lessons with warm clothes and soup. In Hampshire, where 43 of the county's 714 schools were still closed this week, pupils at Yateley School, near Camberley, were going into class-



After the storm: YTS students from Hadlow College of Agriculture and Horticulture clear fallen trees from their unit at the Mid-Kent College in Chatham.

ses on alternate days. Most of the county's schools were suffering continuing power failures.

On the Isle of Wight about 30 per cent of the 68 schools were damaged and four were still closed this week. A county hall spokesman said: "Friday was terrible - a shambles. There was total chaos on the island".

In Kent more than 100 schools were closed giving 26,500 children an unexpected holiday this week. However, the police kept 12 of them busy with interviews after stationery was looted from storm-damaged Kings Farm junior school.

Mr Mick Beckworth, head of the education department's building and sites section, said: "Complete roofs have been ripped off and buildings have been obliterated. I was told that at least one school had been lost but that has not been confirmed." All schools in East Sussex were

closed on Monday to give the county a "breathing space". A county spokesman said: "Communications are still problematic so the decision was made to avoid complicating matters unduly and to give time to assess the position".

He added that some primary schools were using village halls for classes while repairs were being carried out. By comparison, West Sussex escaped lightly. Only 18 of the county's 301 schools were wholly or partly closed. The main problem was power cuts and the county asked parents to telephone to check whether schools were open.

A storm damage unit was set up by the Inner London Education Authority the morning after the hurricane-force winds hit the capital. Co-ordinated by Mr Neil Fletcher, ILERA leader, and Dr Bill Stubbs, chief education officer, the unit was led by the authority's architect, Mr Brian

Noble. In Lambeth, one of the ILERA's worst-hit areas, nearly all schools were closed on Friday. But in the outer London borough of Hillingdon, children did not even attempt to arrive for lessons. All the schools were shut for a teachers' training day.

The severe floods which hit west and north Wales over the weekend have wreaked havoc in Dyfed.

Carmarthen bore the brunt of the disaster. The town was totally cut off on Monday and, although the flood water receded by four feet on Tuesday, all schools remained closed.

Surrounding rural areas fared a little better. Although some schools were closed, the majority were working normally. Pupils in other parts of the principality affected by the floods - north Wales and Powys - have not been troubled as it is their half-term.

COMMENT

1066 AND ALL THAT

It was inevitable that some would see the Historical Association's readiness to tackle the question of a national history curriculum as tantamount to collaboration with the enemy (see page 13).

While it is true that the association's quite proper attempts to define what every child should know about the past received encouragement verging on patronage from Sir Keith Joseph and anticipated Kenneth Baker's national curriculum proposals, the gibe that the HA had become the Secretary of State's "poodle" conveniently ignores the fact that there is - and has long been - a clear need for some agreement about what history should be taught and when.

Indeed, it might be argued that whatever else might eventually emerge by way of a wider national curriculum, the nature of history as a continuous narrative and its role in developing an informed national identity and a sense of belonging, makes some such consensus on history an inescapable necessity.

So, whatever else might be said about the Historical Association's history-for-all proposals, it has performed an honourable service to schools and to the wider community and has provided a useful point of departure for wider discussions.

It is further to the association's credit that it has followed up its ideas with an unprecedented series of nationwide conferences to consult history teachers and to emphasize further that its proposals are meant as its first, rather than its last, word on the subject. Indeed, if teachers, curriculum developers and subject associations in general had done more in the past to discuss their ideas and to listen to the views of those in and out of the profession, they would probably not now be faced with a curriculum imposed on them from above.

In history, as in some other subjects, there is a lively debate about the relative importance of content and process. It is undeniable that the objective study of the lives and times of our forebears necessarily involves and develops certain skills and understandings about such things as the nature of evidence and the perceptions of others.

It is hard to see, however, how historians can claim that theirs is the only subject capable of achieving these important forms of learning. On the other hand, no one would deny, surely, that there are significant events, developments and personalities from the past which every school-leaver should be familiar with. They represent a chronology that is part of our common culture without which it would be difficult to make sense of a television costume drama or alone our political system or the human



rights and responsibilities held dear, not just by the Conservative Party (whatever exclusive claims it lays to traditional loyalties) but by every constitutional political party and self-respecting libertarian.

Clearly, historians and teachers of history have a vital part to play in determining exactly what must be taught, when and how. But theirs is not the only view that now matters; what they want to teach is no longer what society as a whole is prepared automatically to accept as what pupils need to know. That is the structural change in the politics of the curriculum that all subject interests now have to come to terms with.

TEACHER ABUSE

Mr Martin Rogers, the chief master of King Edward's School, Birmingham, wants teachers' strikes to be made illegal. From the comfortable haven of a well-heeled Midlands public school, he told the National Council for Educational Standards that teachers, like service personnel and police, should be forbidden by law from withholding their labour and, in a most unhelpful attempt to match a headline, he described striking by teachers as a form of child abuse.

It is extremely difficult to know what Mr Rogers, as chairman of the Headmasters' Conference, thought he was going to achieve (except currying a little favour with hard Right teacher-bashers) by indulging in this catch-penny stuff. Even those - who certainly include *The TES* - who would strongly support the kind of binding arbitration procedures which are usually known as strike-free agreements, see no reason to single teachers out from all other professional groups, such as doctors and nurses, for penal anti-strike sanctions. Mr Rogers does nothing to add to the credit or credibility of the HMC with such talk.

All in all, the NCES conference wasn't a very encouraging time for teachers. It was nice to see Sir Rhodes Boyson back in action - at least he has a sense of humour which is more than you can say for some luminaries of the hard Right - but sad to hear him campaigning to reduce primary teacher training to two years! He didn't actually say that any mother's soul could do the job but that was the inference.

NO COMMENT

"The specimen papers are aimed at providing an idea of the standard expected; unfortunately there are some errors present in these papers." Letter from the *Children and Young Persons Agency* to the *TES*.

Male abuse and harassment keep girls in their place

by Diane Spencer

A horrifying picture of male violence against women and girls in mixed secondary schools was presented by Mr Pat Mahony, a lecturer at Goldsmiths' College, to a conference in Leeds last weekend.

Mr Mahony claimed that schools accept male sexual violence as an integral part of classroom life. She was speaking at a conference organized by the Leeds Women's Committee with the support of teachers' unions.

Six years ago when she began her research into gender and education, she thought girls lacked equal opportunities because they were "marginalized from classroom talk, physical space, high status jobs and from large parts of the male-orientated curriculum".

The solutions, she thought, were not easy, but at least straightforward. She encouraged her student teachers to produce better, non-sexist materials and to devise strategies to distribute class time fairly.

However, when she began to assemble material for her book, *School for the Boys* (1985), she realized: "My evidence from girls and women teachers showed that the real problem was sexual harassment and violence."

Results from a smaller research study last term of schools in and around London, where teachers were attempting to improve equal opportunities for girls, showed there was still a disturbing picture of male violence. Sexual assault, though not a common feature in mixed secondary schools, did occur and schools responded inadequately. One teacher told of a third-year boy who sexually assaulted a second-year girl. "She was in a terrible state, poor kid. They were suspended for a week and now they're back in school. They're regarded as heroes."

Mr Mahony commented: "A wider message is transmitted to all pupils: that sexual assault of girls by boys does not constitute a serious matter. In this respect the school does not merely protect social values, but actively teaches them."

Another teacher complained to her of the "heavy teasing" that goes on in corridors, which could make the day wretched for girls. "Boys," she said, "grabbed breasts, pinched bums or took things from girls so by the time they got them back they were late for lessons."

Verbal sexual abuse was also common. One group of girls compiled a list of 200 offensive words used by boys; "slag" was the most common.

Women teachers, especially the younger ones, "are constantly reminded by boys that their identity is primarily sexual, not professional". A male teacher told her: "There are certainly no go areas for women staff in corridors". A woman teacher talked of boys "blocking a corridor, cat-calls and sexual gibes".

Male teachers were not blameless either. She cited a report from Birmingham, which complained of widespread harassment of women teachers, especially by their male superiors.

From her own research, she heard of a 12-year-old girl who reported that Mr X had entered a room where several girls were changing for play. "I think he must have had something to drink

'cos he kept looking at us really funny . . . staring at us . . . well at our tops and he said something about being well developed."

Some male teachers still regard girls as subservient. A 15-year-old was told by one to pick up some rubbish at the end of a lesson. "You'd better get used to it as it's good training for later on," he said. She replied that he was sexist and walked out.

Girls only rooms and groups could be helpful, she said, as long as they were set up with the support and understanding of the pupils and staff. In one school the girls only room was popular, but some of the male staff misunderstood the reasons for it. They thought girls needed to be quiet at certain times of the month.

Male teachers should play their part in changing boys' attitudes and behaviour: women could not fight the battle alone, Mr Mahony said. A woman teacher has been awarded record damages for sexual harassment and a public apology in an out-of-court settlement from her former education authority, Hampshire County Council.

Ms Diane Brown, who was head of modern languages at Frogmore community school, Yateley, suffered prolonged harassment, including abusive phone calls from a senior male colleague, and complained to her union, the Assistant Masters and Mistresses Association.

The union decided to bring the case against her employer, because of the school management's failure to resolve the problem. Just before last week's hearing was due to take place, the two sides settled for £7,000 compensation and an agreed "declaration and apology".

The statement acknowledges that she was subjected to sexual harassment which amounted to unlawful sex discrimination in breach of the 1975 Act, and that she "suffered greatly as a result", for which the authority "unreservedly apologizes". Ms Brown left Frogmore last August, for a post at Camberley, Surrey.

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In the face of creeping privatization, what price Government promises on fees and charges? Richard Pring believes actions speak louder than words can ever do

Free... to those who contribute

"The Government remains firmly committed to the principle of free school education established by the Education Act 1944." That, at least, is what the recent consultative document *Charges for School Activities* says.

But is the Government "firmly committed"? That, of course, depends upon what you mean by "free school education" - upon what services should or should not be paid for, upon how much parents should be expected to contribute (to maintenance, to books, to the "extras"), and upon what level of resourcing the Government regards as adequate for those unable to buy themselves out of the maintained system. And there is enough evidence to show that a Government, which can seriously contemplate privatization within the prison service (no doubt in pursuit of the admirable objective of extending home ownership), is less "firmly committed" than it cares publicly to admit.

The difficulty in challenging this Government statement lies in the complex and often subtle ways in which "free education" is being undermined - the ways in which the system is becoming "privatized" without, of course, that word being used. But we are already well down the road to a privatized system, with the commitment to "free school education" only as a safety net for those who are too poor, too stupid, or too immoral (the words of the dentist who first treated me when I came to Exeter) to purchase a proper education for their children.

I was first made aware of what was happening seven years ago in a conversation with a distinguished chief education officer who told me how deeply rooted in Government, especially Treasury, thinking was the idea of privatization of public services, including education. The suggestion seemed foolish at the time, though, nonetheless, worthy of closer scrutiny. What emerged upon investigation was a shift from the free education of the 1944 Education Act, as that was gener-

ally understood, to an education, the quality of which depended (and was expected to depend) upon private means.

First, there was (and increasingly is) the public support for private education (through the gradual extension of the Assisted Places Scheme which provides 50 per cent of the places in some private schools, and through the various tax and rates incentives); second, there was the private support expected for public education through the various ways whereby parents pay for lessons, books, materials, and maintenance of the schools or whereby sponsorship and covenants are sought; third, there was the impoverishment of the maintained sector such that parents either decide, often reluctantly, that they must buy education for their children (though aided by the Government in doing so) or dig deeper into their pockets to supplement what the local education authority to provide. The Government, of course, denies this impoverishment of schools or, if it does exist, blames it on a management. But there is something Orwellian in the contrast between, on the one hand, officially pronounced statistics indicating that all is healthy and, on the other, the daily experience of teachers who do not have the money for necessary materials and books.

The consultative document puts in its possible list of categories, for which it would be unlawful to charge, "the cost incurred... in maintaining the school premises" and "in making and maintaining an adequate provision of books, equipment and materials for the education provided in the school". But we know: (1) that many schools now are in such a dilapidated state that learning suffers, (2) that decoration depends on a transfer of teachers' activities from teaching to painting, and (3) that schools simply cannot provide the books and materials that they judge essential to offer a basic

'A Government which can seriously contemplate privatization of the prison service is less firmly committed to free school education than it cares publicly to admit'

maintained primary schools, average spending rose 70p in 1984/85 to £26 per pupil - compared with £45 in preparatory day schools (an increase of £19) and £77 in preparatory boarding schools (an increase of £18). The council warned that fee-paying schools are regarded as more than a moral duty. It is seen as the way in which standards are to be improved - not because it will bring more money to education (overall it will bring less since the poor, the foolish, and the immoral - and there are a lot of them - will not pay and in consequence have less invested in them) but because "standards rise as market forces begin to operate", and market forces require the kinds of choice that ultimately require fee-paying consumers.

Such fee-paying will no doubt be enhanced by state subsidy. The Institute of Directors in a recent *Business Leaders' Manifesto* advocated education credits for parents to use in part payment of fees in the private sector. And this, of course, is but one aspect of the voucher system which, though rejected as impracticable by the last Secretary of State, will not go away.

The privatization of education takes place in no clear and obvious way. It is reflected certainly in the jumble sales, the covenant schemes, the sponsorships, the many money-raising activities that teachers are now engaged in. It is reflected too in the subsidies given to private schools. But it is

educational policy. But that would be a mistake. The dentist referred to earlier saw the dependence of education upon public funds to be a kind of moral disorder. Free education was necessary for the poor and the stupid, and for professors of education, who, if not poor or stupid, were certainly immoral.

To benefit from the free education provided by the state was to be a parasite; one had failed to accept the responsibility of parenthood. And indeed this was how one Secretary of State saw it. Mark Carlisle, shortly after relinquishing office, spoke at a prize-giving of an independent school: "I am old-fashioned enough to believe

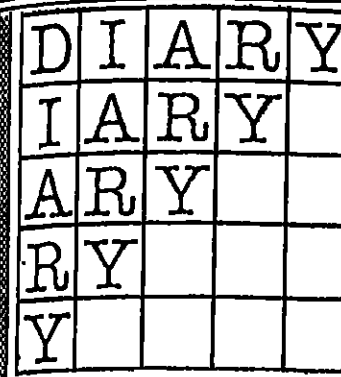
reflected more subtly in the change of language. The head of a large school financial management centre (sorry, a comprehensive school) referred to his school as a *state-subsidized* independent institution. And standards became the function of "consumer choice" on an "open market". Put in that context, the commitment to "free education" needs to be treated with caution. That commitment, if to be believed, needs to be spent out in terms of acceptable standards in maintenance of premises and in the provision of resources. It needs to say much more about the "central core of school education" which is to be protected from charging, especially in the arts, in residential experience, in field trips, in physical education, and in the many activities which teachers and parents see to be essential in the improvement of standards.

And, above all, that commitment together with some charges must not be seen (as the document would have it) to be already reflected in "present practices", for those practices differ radically from i.e.a. to i.e.a., and in many cases they demonstrate a lack of commitment to a free education that will meet the needs of all children according to age, ability and aptitude.

Richard Pring is a professor of education at the University of Exeter.



The Assisted Places Scheme now provides 50 per cent of places in private schools



Freephone for cash

Teachers in Hertfordshire are getting angry because County Hall is not paying them enough. Actually it's not paying its supply teachers at all but that's another tale.

No, no, this isn't another anti-Baker story, it's about local authority inefficiency. There are not enough staff to cope and the pay slips are getting into a muddle.

So fed up are county hall staff with rate teachers shouting at them that they have set up a special telephone "free line" complete with hapless officer to take the brunt of complaints.

Problem is he's cracked under the pressure and is telling complainants to stop moaning and look on the bright side. "After all," he is saying, "you have to admit it's a good way of saving the county money."

This is in the way of an advance warning. Next week's TES could contain fewer "scoops" than usual. This is because a week on Sunday the cream of our staff are running in the great ILEA half-marathon.

No it's not our protest at opting-out but a contribution to Crisis at Christmas, the charity which provides some outside solace for the homeless.

It's the brainchild - the run not the money - of ILEA chief Bill Stubbs who is making the full distance himself and who issued a challenge to thousands of London teachers, and us, to join him.

Our problem - how can I put this? - is that some of us are not as fit as we ought to be. It's easy for teachers who are fortunate to have an active job which keeps them on their feet for hours always on the move.

Journalists, alas, are forced to spend hours having long lunches with "informants" and to spend evenings in public houses with "contacts". We don't have time for exercise.

So as from today, no more lunches, lots of Perrier and plenty of jogging. And if we miss the "stories" it's all in a good cause.

The TES is providing three half-marathon runners and a 12 member relay team. Why don't you, or your class, sponsor us? Not for the 63 miles that we will collectively cover but for a mere 13. Teachers in London will be backing their own teams but not so all you "informants" and "contacts" out there who will be going hungry next week.

All you have to do is send a cheque, postal order or even used notes to "Charity at Christmas", c/o The TES, Priory House, St John's Lane, London EC1M 4BX. Thank you very much.

Gays left out

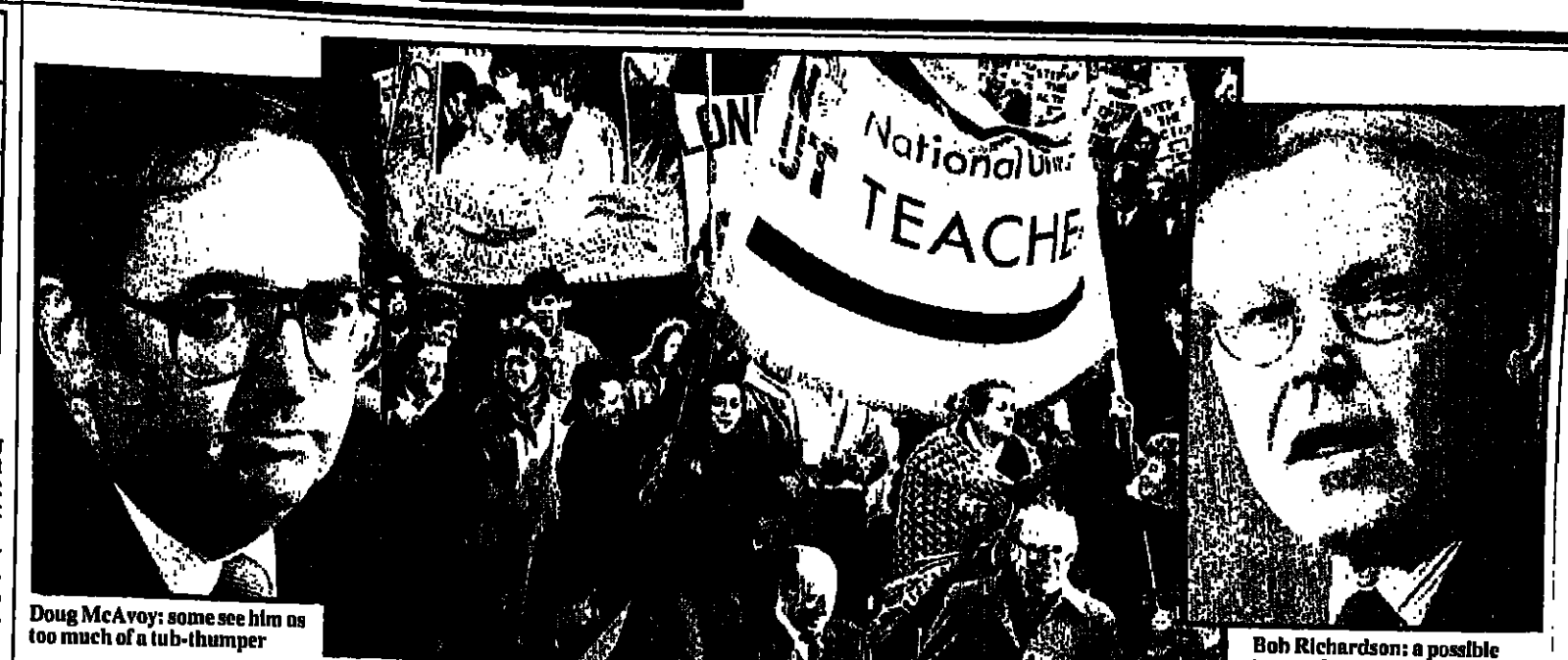
Three weeks ago we reported from the Labour Party conference in Brighton the frosty reception given to a lesbian activist from Ilkington by education front-bencher Jack Straw. The London gay left has had his day we rashly concluded.

How wrong we were. The Association of London Authorities (it really ought to be called the Association of London Labour Authorities as the Tories boycott it) is up in arms at the ignorant disregard by Mr Baker, in his circular on sex education, of the "10 per cent of pupils, teachers and many parents who are lesbian, gay and bisexual".

And that's not the half of it. The circular, protests the ALA, "promotes the benefits of married and family life" while not stating what they are - but does it mention the pitfalls or difficulties? Someone, preferably Mr Straw, had better give the comrades of the ALA a ring and explain that Labour is now the party of educational standards, share ownership and the family.

Acronym

Ken Baker: appears not to want an independent review body



Doug McAvoy: some see him as too much of a tub-thumper

Bob Richardson: a possible "caretaker" general secretary

Rebuilding after a buffeting

The battle for the heart and soul of the country's largest teaching union - the National Union of Teachers - is now beginning in earnest.

The next few months should provide several indications as to the direction the union - at present strongly in the grip of a Centre-Left Kinnockite coalition - is going to take following the industrial action and dramatic loss of membership of the last few years.

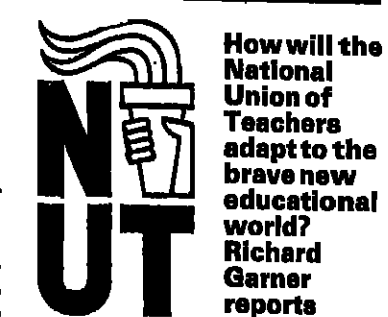
The union holds elections for its two vice-presidents - who then go on to become president - every two years and the contest for these two positions has just begun.

Then comes the biennial elections to the union's executive - which will also be held this winter. New executive members will take office next Easter.

There is also bound to be increasing speculation about who will succeed the union's current general secretary, Mr Fred Jarvis, when he reaches retirement age in two years' time.

At present, it is difficult to see how the Broad Left's hold on the executive can be broken - but one or two signs of tension are now showing among its members.

These surfaced recently when Mr Gordon Green, a former president of the union and someone who was once seen as a potential successor to Mr



How will the National Union of Teachers adapt to the brave new educational world? Richard Garner reports

Jarvis, failed to win any of the union's key committee chairmanships.

Mr Green, it is said, has told colleagues that he is now out in the cold because he is considered to be too much to the Left of the Broad Left coalition.

This poses an interesting question - if the Broad Left do retain control of the executive, how Broad or how Left will the new coalition be?

Most people in the union - including members of the Socialist Teachers' Alliance who have in the past allied themselves with the Bennite faction of the Labour Party - believe this is the wrong time to campaign for industrial

action against Mr Kenneth Baker's proposed education reforms. But the STA and strands of the Broad Left feel the union should intensify its war of words against the Baker proposals.

Whatever the outcome, it looks as if the union will be largely amassing educational arguments against the Bill rather than industrial ones and that could be a consideration when they come to pick a successor to Mr Jarvis.

The obvious candidate to succeed Fred Jarvis is his deputy, Mr Doug McAvoy, who earned his spurs at the outset of the teachers' pay battle and showed that he could be a tough negotiator during the lengthy pay and conditions talks in Nottingham and London last year - even though the eventual agreement was rejected by the Government.

However, there are those who argue that - although he has actually worked as a teacher while Mr Jarvis has not - he has come across as too much of a professional trade union tub-thumper in the Clive Jenkins mould.

This view is associated with the "young Turks" in the Broad Left - who were so spectacularly successful in the committee chairmanship elections where the organizational skills of Mr George Wiskin, the Broad Left orga-

nizer, saw Mr Jim Ferguson, from Liverpool, Ms Pat Hawkes, from East Sussex, and Mr Ken Bore, from Humberston, take the key positions.

The younger executive members would favour a "caretaker" general secretary who would be succeeded by one of their representatives. Mr Bob Richardson, the veteran of many battles in the Inner London Teachers' Association (ILTA) and a former president of the union, is one man who might be approached to assume the leadership temporarily.

Of course, Mr Jarvis still has some time in office so this campaign will be fought out well after this winter's elections have been and gone.

Usually, the best-organized groups in the union - the Broad Left and the STA - have ended up with more candidates than posts in the vice-presidential elections.

However, the executive elections - for which battle begins in earnest just after Christmas - are likely to provide a better indication of the union's future political complexion.

And - even after the results are known - it may take a few weeks of lobbying the election victors during executive meeting coffee breaks at Hamilton House before the new balance of power emerges.

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TEACHERS ASSURANCE

Reform Bill will stifle invention - Wragg

by Jeremy Sutcliffe

Government plans to reform state schools will lead to the creation of a new "dependent sector" in which individualism and inventiveness will be stifled, according to Professor Ted Wragg, of the school of education at Exeter University.

He told teachers in Birmingham that the current proposals for a national curriculum were "too highly directed" and reflected a mood of repression in the country.

And he warned that teachers and children must not become "cowed and conformist" because of an over-prescriptive, and excessively narrow education system.

Professor Wragg was addressing the National Association of Schoolmasters/Union of Women Teachers' annual education conference. Earlier, he predicted market forces would force the majority of schools to opt out.

The first few would be grammar schools or ones with a mainly Muslim roll. Some inner city schools would opt out but the great bulk would be in the well-off areas. These schools would be able to raise funds from parents which would make opting-out attractive. The Government could then set up consortia of direct grant schools, earmarking their extra grants for special initiatives.

Such schools would do well financially, in contrast to many neighbouring local authority schools. There would then be a rush of schools applying to opt out, leaving, i.e.s to run a rump of poorer schools.

Finally, the i.e.s would be "killed off" and the Government would pretend all schools had become private schools in the hands of their community. In reality, the Government would have created a two-tier system of independent schools, free to decide their own rules and curriculum, and a dependent sector, directly controlled by Whitehall.

Such schools would be bound by a highly directed national curriculum, benchmark testing, league tables and other "repressive" measures. "If we are not careful we could be facing something like the Chinese Cultural Revolution," he said.

But he asked teachers not to be pessimistic. The Government faced strong opposition from Tory MPs, the House of Lords and parents.

● The NASUWT could vote at its annual conference next year for a change of name. A move by the Kingston-upon-Thames association to re-name the union the National Education Union is likely to get the support necessary for the issue to be discussed.



Facing the future: Kenneth Baker discusses his plans for education reform with pupils at Shorefield secondary school in Dingle, Liverpool, during a film report which he presented for Channel Four News on Wednesday

CASE leader chides heads for negative view of new Act

by Bert Lodge

The president of the Campaign for the Advancement of State Education surprised an audience of heads this week by warmly welcoming some clauses of the 1986 Education Act and chiding them together with teacher unions for their hostile reception of the new laws.

Mrs Joan Salter told a conference of heads, deputies and local administrators, organized by the Industrial Society, that many heads had approached the new legislation with a negative attitude. She said some heads could not conceal their glee when they told her how few parents had turned up at the meeting to elect parent-governors. "I got the impression that they wanted to prove something," she said.

Mrs Salter conceded that the Government had introduced the new legislation too quickly and said it would have been better if each school had been allowed to develop its own time-scale. "All the same, if heads had put their minds to making it successful, like they do other events, it would have been more successful," she added.

"Some of the invitations to meetings sent out by heads read like a rate demand," she also criticized the teacher unions: "They wanted their members to boycott the meeting even if they were invited."

Mrs Salter said the whole education system saw the new Act as an attack on local government and the professional status of teachers. Yet it was part of a lengthy series of efforts to find the right mechanism for schools. No coherent political group wanted to go back on the 1986 Act.

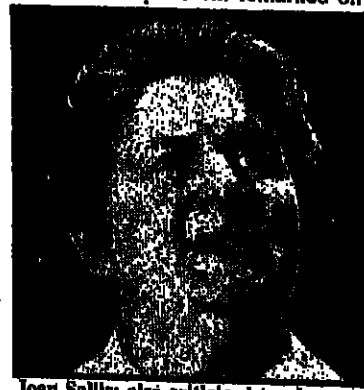
The CASE president remarked on the enthusiasm with which heads approached the question of appraisal. "Why don't you turn that enthusiasm into getting the 1986 Act to work?" she asked.

She said that no piece of legislation had ever offered heads so much hope of genuine authority. Yet some heads appeared contemptuous of their governors, some dismissive and others patronizing. "It is important to create a climate of expectation for school governors. A good head can give them this."

The Act had brought local authority domination of school government to an end, she said. Heads could now build effective relationships with their governors. But structures must be created for the new governing bodies. She was not in favour of the informal arrangements for governors coming into the school at any time.

She thought it better to allow governors to communicate more freely - perhaps uncensored freedom on the school's communication system. Another idea she commended was giving governors a specialist area to be concerned with, such as sport or art.

A Contempt for Parents, page 24



Joan Salter also criticized teacher unions

IN BRIEF

Lecturers hold one-day strikes

Lecturers from around 60 colleges and polytechnics in Manchester, outer London, the West Midlands and West Sussex were taking part in a wave of one-day strikes this week, as part of a pay and conditions dispute.

The lecturers' union is in dispute over the employers' offer of 4 per cent, from April 1, plus 6 per cent, from September. The offer depends on lecturers agreeing to work an extra week a year, and to a maximum 26-hour week.

Anti-racist advice

Headteachers are being "strongly advised" by their union, the National Association of Head Teachers, to adopt an anti-racist policy for their schools. The NAHT has issued its members with a "model" policy which could form the basis of a statement to be included in their schools' brochures as well as for staff guidance.

The document says all forms of racial abuse should be taken seriously with incidents recorded. Racist symbols, badges and insignia on clothing and bags should be forbidden in school and graffiti removed immediately.

School Radio

Plans for the BBC's radio education service were announced as The TES went to press. As expected, School Radio programmes will originate on Radio 3VHF. Repeats and continuing education programmes will go out on Radio 2 medium wave, which is to be developed as an education/children's sport service.

There will be no changes before 1990 at the earliest. In the meantime, educational programmes will continue on Radio 4VHF. The BBC is committed to keeping educational broadcasts on VHF. However, current plans for mid-morning slots of one-and-a-half hours on Radio 2 signify a half reduction in School Radio of daily air hours.

PACE threat

A right-wing pressure group, the Parental Alliance for Choice in Education, is to take the Government to the European Court of Human Rights in a case which could undermine multicultural education in schools.

The group is supporting the parents of 24 Dewsbury children who are battling to send them to the school of their choice, instead of Headfield middle school where 85 per cent of the children are of Asian origin.

PACE believes the European Court should force the Government to act against Kirklees education authority to guarantee parents the right to have their children educated in line with their religious and philosophical convictions.

Project support

The Government is to award £126,000 towards evaluation of a project to bring the controversial conductive education method to Britain.

The evaluation team, to be headed by Professor Ray Cochrane of Birmingham University, will look at the effectiveness of the project - the first to be mounted by the Birmingham-based Foundation for Conductive Education.

11-plus protest

Last week hundreds of Northern Ireland primary teachers refused to organize the 11-plus transfer tests, in protest against selection. The 17,000 pupils were supervised instead by outsiders, retired teachers and lay volunteers. The action, begun in 1984 by the Irish National Teachers' Organization, was joined this year by the Ulster Teachers' Union.

ILEA asks for more

The Inner London Education Authority has asked Mr Kenneth Baker to reconsider his decision to limit its expenditure for 1988-9 to £255 million. This year's budget is £1,641 million and Rosemary Nicholson, who chairs the finance committee, says that £1.1 billion will be required next year. The shortfall is £163 million.

BAAL 1987 BOOKPRIZE

The British Association for Applied Linguistics has awarded its 1987 book prize to Mike Byram for his book.

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Librarians vow to break silence if fees are levied

by Barry Hugill

The Arts Minister, Mr Richard Luce, is embroiled in a bitter wrangle with librarians following his announcement last week that libraries would have to charge for services other than the lending of books.

To the minister's credit he chose to throw down his challenge to the annual meeting of the Library Association and received the predictable response. "If you want a fight, then you will have a fight," his host for the day, Mr Max Broome, the association's president, told him.

In what was probably the most important ministerial pronouncement on the library service in years, Mr Luce implicitly rebuked his audience for losing sight of their *raison d'être* - the lending of books.

And he answered critics who allege that Government parsimony is reducing spending on books for libraries by laying the blame on them.

expenditure on books is authorities' deciding to spend more on other material - video and sound recordings for example."

Mr Luce has raised the spectre of privatization by insisting that "basic services" will remain free. On the premise that such a guarantee would only be made if Government plans to sell the most popular libraries to the highest bidder were well advanced; the librarians have vowed to fight to the end to preserve one of the last bastions of municipal benevolence.

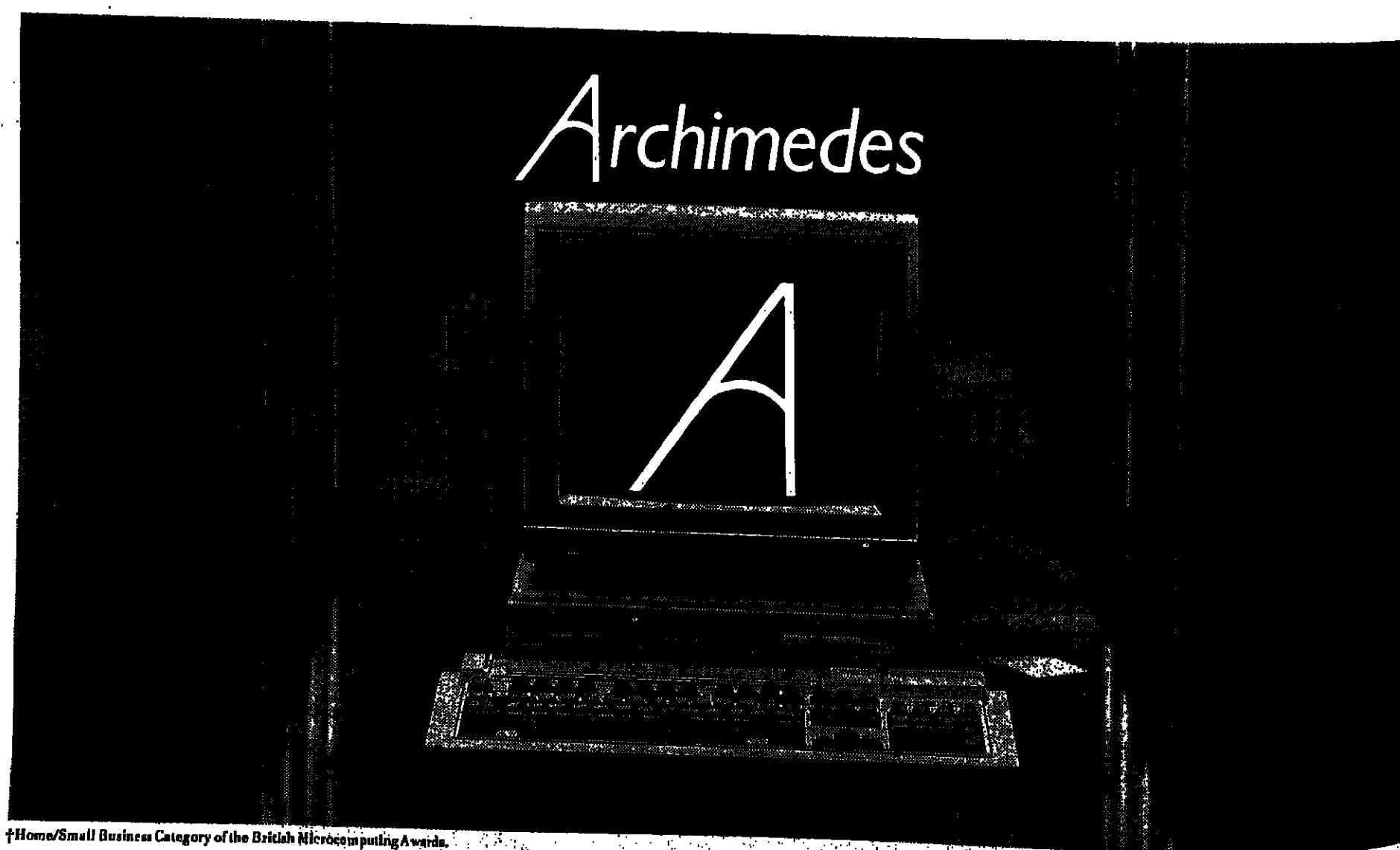
Mr Luce, however, denies any plan to hive off libraries explaining that he is concerned only to find "new ways" of funding the service. He is also impressed by the American experiments with the contracting-out of library services to private companies.

The major worry of the Library Association is that the introduction of charges will discourage poorer people from using the service.

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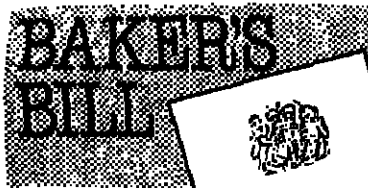
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"Baker's revolution: success or failure?" was the theme of a conference organized by the National Council for Educational Standards at the weekend. Bert Lodge reports

Boyson's prescription for rebuilding morale

Radical reforms in teacher training were called for by Sir Rhodes Boyson MP, former headmaster and junior minister of education, at a conference in London last weekend.

He told the National Council for Educational Standards that the BED had not been a success and that a degree was unnecessary for junior and infant teaching. The postgraduate certificate in education was also superfluous, he maintained, and he called for the return of the "practising school" attached to every teacher training institution.

Selection should be reintroduced in secondary schools if excellence was to replace egalitarianism, he said. He welcomed the proposed national curriculum provided it did not become a

strait-jacket. He was also pleased with the opting out proposals, provided the decision was not left solely to the governing body.

Sir Rhodes, formerly head of Highbury Grove school, London and now Conservative MP for Brent North, said the morale of the teaching profession had collapsed over the past 10 years until some teachers in difficult schools would rather be at home on strike than in the classroom.

The image of the profession had been damaged by the recruitment of poorly qualified and politically motivated students in the 60s and 70s. "Many of these new entrants were products of the 'polytrot' attitude of that time and now they resent the strong reaction against such values.

They feel embittered failures politically, socially and even educationally.

"These are the ones who look like third and fourth-hand garment shops on teacher marches, who have so dismayed parents and further lowered the prestige of the whole profession."

Pay was not the entire problem; there was need to reorganize intake, training and promotion. The three and four-year BED had always been more of a status symbol than a professional necessity, he said. A degree was not required for teaching young children; the previous two-year specific training courses were quite satisfactory.

Moreover, they attracted many intelligent applicants who, when the course was increased to three years, decided they might as well do a "proper" degree and so never entered teaching.

Another obstacle to recruiting quality teachers was the obligatory postgraduate certificate in education, Sir Rhodes maintained. It discouraged able graduates who were prepared to try teaching but not to spend a year on a course first. "Why not have an alternative two-year teaching probation for graduates, who would be paid full salary and be attached to a skilled teacher-tutor while the probationer attended evening and weekend courses on teaching?"

At one time every training college had an ordinary school attached to it. These "practising schools" should be



Rhodes Boyson: calling for radical reform

no meaning in job terms."

Pupils should also be allowed to select courses which interested them and helped them get a job. This implied having a huge variety of secondary schools at various levels of interest. "It is selection just as much by pupils as of pupils." The question of the appropriate age of selection remained.

A secret ballot of parents rather than governors should decide whether a school opted out of local government control. "Governing bodies will be loaded by left-wing authorities and right-wing teachers will flee from those authorities so you will be left with teachers and governors who will overrule the parents. That will not solve the problems of places like Brent."

Strikes by teachers should be 'outlawed'

Strikes by schoolteachers should be forbidden by law, Mr Martin Rogers, chairman of the Headmasters' Conference, said. "Striking against a child is like striking a child. No injustice justifies behaviour which could be described as a form of child abuse," he told the conference.

He was convinced that nothing would improve the recruitment of new teachers more than making strikes illegal. "The number of teachers leaving the profession increased vastly during the strikes and the unions lost large sections of their membership."

It would also be necessary to ensure that teachers received rewarding conditions of service, he said. Competition between schools for the best teachers would help to raise standards all round.

Mr Rogers, chief master of King Edward's School, Birmingham, said that while industrialists had regained their right to manage, the position of a head in a maintained school had worsened. "He is certainly not master in his own house. Above him is the local authority showering him with paper... even advising him which staff to appoint and making it extremely hard for him to dismiss anyone... and there are some schools where the

head first consults the union representative and only then his own management team."

It was imperative that heads were given full managerial responsibility. They must be freed from either DES or local authority bureaucracy which failed to give them proper authority over recruitment, the curriculum and financial management. Mrs Thatcher was right when she said what is needed are "state independent schools".

Mr Rogers scorned the suggestion that there should be a majority of parents on governing bodies. "The naive assumption is made that parents will know best how to run the school, which teachers to employ and dismiss, and how to allocate resources. This is nonsense. Nobody would suggest appointing a majority of shoppers to the board of Marks and Spencer."

He suggested that to help schools become "state independents" they could be attached initially to existing independent educational foundations. Charitable status was important. "It has a certain softening effect on institutions." At the same time they could raise capital for expansion. People would have to get used to the reality that funds from central resources would decline.

Sofer puts alternative for London

Making the Inner London Education Authority part of a joint education and training body with the Manpower Services Commission could solve Inner London's education problems, Mrs Anne Sofer said.

Mrs Sofer, chairman of the SDP policy group on education and a former member of the authority, said that in recent years she had found the LEA "fairly exasperating".

But allowing boroughs to opt out of it under current Government proposals would only make the situation worse. Let it be part of a one-off experiment in joint education and training, with a member from each borough, plus 12 appointed by the MSC, she said. "Individuals in all political parties have been talking for some time about merging the DES with the MSC."

"Though I understand the idea has been rejected more than once at national level, a London experiment, because of the quite exceptional circumstances in which the capital finds itself, would not have to be taken as a precedent." At first, the two departments would be likely to work separately, but would gradually approach a "creative fusion" through joint decisions.

The list of issues to be tackled jointly would include further education and the careers service, work experience schemes, information technology, links between school and industry and the extension of the "London Compact" job guarantee scheme for leavers. "One could extend that list almost indefinitely," Mrs Sofer said.

Ian Nash looks at the debate over how history should be taught and its place in the national curriculum

Past masters argue over future role

The firmest assurance yet that history will be central to the national curriculum and a subject in its own right has come in a letter from Mrs Angela Rumbold, Minister of State for Education, to the Historical Association.

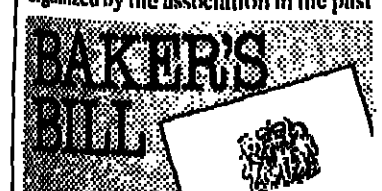
"History will be one of the foundation subjects and will form part of the curriculum for all pupils throughout their compulsory schooling. Though it will not necessarily be taken as GCSE by all," she said. This goes much further than the national curriculum consultation document which suggests only keeping part of the timetable for "history or geography".

A clearer picture of the role of the curriculum working party on history also emerged. "We certainly expect British history to form a substantial part of the history curriculum and will ensure that this is included in the terms of reference of the working party."

The Historical Association is not guaranteed a voice on that working party but it will be remarkable if Mr Kenneth Baker, the Education Secretary, ignores it completely. And this should mean classroom teachers having a major say in its recommendations.

That input is in jeopardy, however, as a two-year battle inside the Historical Association between the council and some of the teacher members over national curriculum content refuses to subside.

Ugly and occasionally vitriolic scenes marked 12 regional conferences organized by the association in the past



month. Matters came to a head in Birmingham last Saturday with calls for the mass resignation of teachers from the Historical Association.

More than 2,000 delegates attended the conferences in one of the largest and most thorough consultation exercises yet organized by a subject association. Nominees from these meetings will attend an association schools subcommittee conference on November 7 to draft key recommendations.

A vociferous group of school teachers among those present have warned the HA council that if it fails to listen to what they are saying they will seek to end the association's role as the national body for history teachers and set up an alternative forum.

Teachers who argue for a curriculum based on clearly defined skills and concepts, accuse the association of giving in too readily to demands for a content-orientated approach and being too prescriptive in its recommendations.

The row started in 1985 when the association's newly-established watchdog committee, set up to survey school syllabuses, suggested that there was little unity of purpose among history teachers. This was followed in 1986 by the publication of a core curriculum discussion document, *History for Life*.

Panned by the press and pilloried by the profession, *History for Life* was further rubbished by Mr Baker for concentrating on contemporary history. He preferred "Tudors and Stuart" for all, as being, in his view, less susceptible to political manipulation.

But many say the association's real act of folly was the publication of the 7 to 14 document proposing a core curriculum which listed 30 topics as essential. It was rejected by teachers as prescriptive and pre-emptive of debate.

At this point, all political sides weighed in. Oxford historian Lord Biddick claimed that "precisely little English history was taught in schools

anyway and the right-wing Centre for Policy Studies attacked the proposals in its nationalistic *History in Peril* pamphlet.

Throughout the furore over the core curriculum, critics accused the HA council's "higher education-dominated gerontocracy" of flouting their wishes and acting as a "government poodle", a claim which the council strenuously denied.

Nevertheless, the association's critics cannot deny that the battle has raised the political profile of history. Mr Terry Lewis, head of history at Mildenhall Upper School in Essex and a watchdog committee member, told more than 170 delegates at the Birmingham conference: "Two years ago, history was nowhere on anyone's national curriculum. It is now quite firmly there."

The Historical Association has been a catalyst to get history teachers to argue their ground," he continued. In Mrs Rumbold's letter they had an absolute guarantee of modular history for all "in addition to the GCSE for most".

Mrs Ann Armstrong, HA regional secretary, also pointed out that the debate had increased teachers' willingness to get involved in shaping the national curriculum. The alternative to entering the debate was "to argue for the status quo and see legalised anger."

Despite cynical feelings about the association's capacity to reform (only nine of the 60 council members are school teachers) there was strong support for its proposals for balanced history combining local, national and world components with 30 per cent of the timetable left to teachers' discretion.

Since Mr Baker's announcement of two years' consultation for the national curriculum, the association has committed itself to teacher-dominated debate for at least that period.

"*History for Life* was never in any sense a final document," said Mr Lewis. "But once you accept the need for criteria, you accept that there must be selection of content. There are so many claims for what history will do for children, you won't be able to satisfy every teacher."

The problem is that history is a subject in decline. Numbers are at an all time low with only four out of ten pupils opting for it at 14 plus. There is evidence, also, that history gets totally lost in an integrated humanities course.

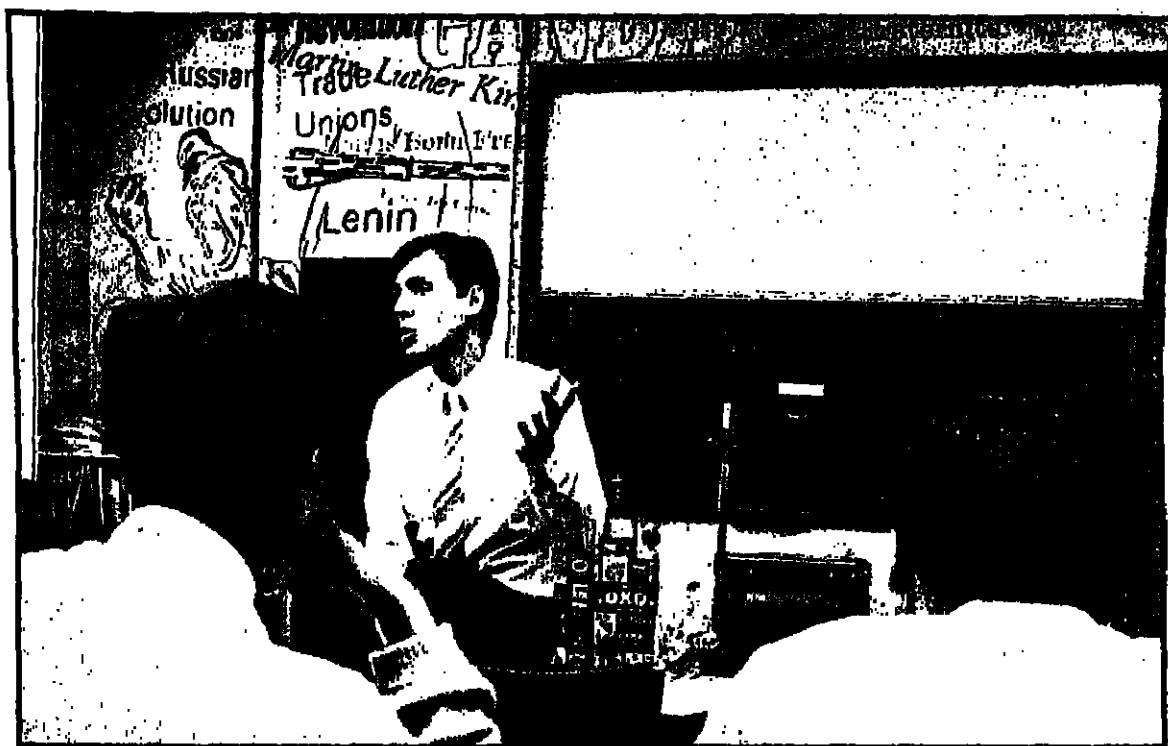
Despite Mrs Rumbold's guarantees, to win the argument for history, teachers must prove that it creates skills, attitudes and knowledge that cannot be obtained from any other subject.

There was a consensus at the regional conference that all pupils should take history to 14 and most to 16 years of age. Modular options featured high in teachers' thinking and it was generally accepted that national guidelines were needed.

Whether the criteria for guidelines should come from a national consortium of groups such as the Midlands history forum (which sponsored the Birmingham conference) or the Historical Association itself is still being debated. But teachers were firmly against organizations such as I.E.A. advisers, the Secondary Examinations Council or examining bodies having control.

Urging teachers to pull out of the association, one Birmingham delegate said: "The council have discredited themselves totally in the past two years. It is now vital that teachers have a voice of their own."

The question teachers must ask themselves, however, is whether Mr Baker will listen to what they have to say under the auspices of any other forum.



Marking time: many teachers support the HA's proposals for balanced history

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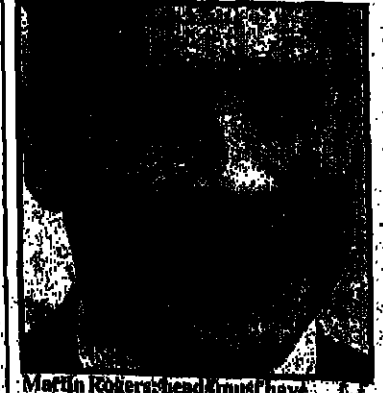
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NEWS

Liberals throw out scheme for Walsall CTC

by Ian Nash

Liberal councillors in the West Midlands have scrapped the launch of a city technology college in Walsall by throwing out reorganization plans that would have closed three comprehensive schools.

Walsall has a hung council and, although Labour has the largest group, nominal control is held by the Conservatives with Liberal backing. But the fragile support disintegrated when rumors were confirmed that the Conservatives had earmarked Manor Farm school for a CTC.

Reorganization plans were defeated at the local education authority education committee last week when a review working party was set up with a brief that specifically excluded the option of school closures. The Liberal motion to the committee readily won Labour support.

After the meeting, Mr Ian Shires, leader of the Liberal group, said: "Liberals are opposed to CTCs. They are a non-starter in Walsall." In any case, he added: "We can reorganize and improve schools not by closing them but by getting rid of temporary accommodation."

An officers' report to the committee suggested that 3,000 places were surplus. "But one school with a roll of 1,290 pupils has nine mobile classrooms on site, for example," he said. "If we close a school, then reopen it as a CTC, it will simply off-load the

problem on to four others."

The Liberals were supported by a groundswell of public opinion, including an action group of parents from Manor Farm and the two other schools, Forest and Sheffield, who insisted that a CTC would destroy the community provision that had become the pattern for education in Walsall.

Meanwhile, informal talks are believed to have been held between governors of Handsworth grammar school, Birmingham, and the Department of Education and Science CTC unit with a view to turning the 100-year-old school into one of the high-tech schools.

Handsworth was one of the preferred sites in the Education Secretary's list of 20 pilot schools. The Handsworth governors admit that while they have an excellent academic record, they suffer from an acute shortage of funds for refurbishment and repairs.

More than 550 requests for application forms have been received for the 180 places on offer at Britain's first CTC, Kingsthorpe, which will open in Solihull next September.

Request cards were sent to 50,000 homes in Solihull and Birmingham, although only a small proportion would have had children of suitable age. Last week, the high-tech bus on loan to the school started touring schools and other centres in the catchment area to answer parents' queries.



Iola Smith visits the village in Wales which houses the national language centre

The friendly way to learn Welsh

Fifteen centuries after the English warlord Vortigern invited the Saxons into England, the north Wales village which bears his name is attempting to rectify the damage he did to its native language.

Wales's national language centre is located at Nant Gwrtheyrn - Welsh for Vortigern, and an odd tribute to the man who was foisted on the area as a baron. It offers modular courses tailored to learners' individual needs from those beginning Welsh to the almost fluent speaker.

Catholic priests, building society branch managers and water board engineers are among the professional groups who have gone on the course. But most of the students are families (often parents from the Anglicized parts of Wales whose children attend bilingual schools) who rent a cottage and combine formal language classes with a holiday.

"For this reason, our approach is very different from that of traditional night-school language classes or radio programmes," Mr Osian Jones, the centre's warden, explained. "We emphasize learning by doing and teaching communication through recreational activities and fun."

As a result, social events such as barn dances and treasure hunts are an entirely through the medium of Welsh. Total immersion in the language is the objective, and that feature is easily achieved in an area where 70 per cent of the population are native speakers.

The Welsh atmosphere is one reason why the centre is used extensively by school groups from south-east Wales. "A level students from Mid Glamorgan training and Welsh literature tuition from specialists at Bangor University college," said Mr John Evans, the county's Welsh adviser, who has received Welsh Office funding for these courses.

In addition, for third and fourth-formers a visit is a means of deciding whether to opt for Welsh at GCSE.

Ulster advised to be flexible on subjects

by Carmel McQuaid

Teachers in Northern Ireland will in future have to be more flexible and teach subjects not related to their qualifications, the latest Inspectorate Report on Education in Northern Ireland states.

The survey of 496 schools in the province shows that, for want of teachers, access to art/design, music, physical education, science, and craft design and technology is denied to 16 per cent of pupils in secondary, including grammar, schools. In spite of increased in-service training, the need also continues for teachers of computer-aided learning, mathematics and electronics.

"The inspectors suggest that to remedy this a coherent strategy for in-service training, covering a two to

level, while primary groups attend to experience Welsh rural life and to study the locality's environmental and historical heritage."

These topics are also central to the adult classes which are held formally each morning. Much of the tuition, which covers all aspects from basic vocabulary to the language's complex grammatical structure, has a community connection.

For example, one module concentrates on the local geography by emphasizing the vocabulary necessary for visitors to find their way around. Another looks at cottage life and teaches the Welsh words for furniture and food. Throughout, oral work is interspersed with reading and writing, and lessons are reinforced with real-life situations.

Sites of local interest are recommended for visits, including neolithic remains and the Pilgrim's Way - a road which in medieval times took the devout to a shrine at Bardsey Island.

With all this activity it is difficult to recall that the centre was in use for 10 years ago. The village was then a ruin, long abandoned since its quarrying heyday when stone from it paved the streets of Liverpool.

But in 1978 the site was bought for £23,000 and conversion work began. Over £100,000 was provided by the Manpower Services Commission and the project is nearing completion. Most of the 24 cottages have been refurbished and two have been adapted for an educational centre with three classrooms, a tutorial room, a resources library and a small language laboratory. When restoration is complete in two years time, the village will be worth £250,000.

Since opening in 1982, the centre has served 4,000 learners. Some who gained fluency are now teaching Welsh in their own community, including prison tutor, Ms Glenys Deans, who is teaching the language Nant Gwrtheyrn style to the inmates of Wormwood Scrubs.

IN BRIEF

Further action in race row

The National Union of Teachers is defending two members against an action for defamation brought by Mr Jonathan Savery, the Bristol teacher involved in a race row after he wrote an article for the *Salisbury Review* two years ago. Avon council's disciplinary committee cleared him of allegations of racism last May.

Mr Savery has brought the action against Mr Paul Dickerson, the local NUT secretary, and Mr Shin Patel, a member of the multicultural education centre in Bristol, following an article in the *West Indian News* last year which contained quotations attributed to them.

Province success

Academic achievements of pupils in Northern Ireland are consistently better than those of pupils in England and Wales, latest figures from the Northern Ireland Government Information Service reveal.

Out of 9,000 candidates for A level GCE, 3,500 passed three or more, with 276 achieving grade A in all subjects. This is a pass rate of 22 per cent, compared with 17 per cent on the mainland.

Equality push

Colleges should promote equal opportunities policies and they should recruit more black staff, says a report published jointly by the Further Education Unit and REPLAN.

The report, *Working with young adults in a multicultural context*, is available, free, from The Adult Training Promotions Unit, Room 214, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

Running up cash

Sponsored 1,000-metre races run through the summer by more than 750,000 UK schoolchildren raised over £400,000 for the projects in Africa and Latin America. The campaign, launched by Sport Aid '88, will continue until September next year.

Blocked building

North Cheshire College has refused a request from a South African company to second staff to a major building development programme.

Mr Douglas Pride, deputy director of the college, said: "We and our maintaining county council are fully committed to a policy of equal opportunities. The South African government's position is in conflict with that."

Learner's guide

An "A to Z" of education services provided in Birmingham has been published by the city council.

Your guide to Birmingham education service gives information and advice on such matters as how to start your child at nursery school and how to apply for a grant towards the cost of higher education.

Business skills

Computer science graduates are less suited to management careers than those who take business studies degrees, say business people. Most of a sample of 300 companies preferred the diverse, all-round skills offered by business studies, according to the Federation of Recruitment and Employment Services.

Arabic options

Durham University's upgraded Centre for Middle Eastern and Islamic Studies will be offering a new course from 1988 of Arabic combined with management studies. Students will also be able to study Arabic combined with a modern European language or a social science subject.

Safety list

An updated edition of the Health and Safety Executive's catalogue of HSE materials, including advice on the latest legislation affecting schools, colleges and polytechnics is available from the HSE. Phone Sheffield (0743) 752339, Borele (051) 951 4381 or London (01) 221 9870.

NEWS

Kenneth Baker's visit to Esher College this week coincided with the first indications from an inquiry into the take-up of the new sixth-form exam

Pioneering AS level while others wait and see

by Virginia Makins

On Monday, Mr Kenneth Baker visited Esher College, a big sixth-form college in Surrey, to see how one of the Government's less popular initiatives, Advanced Supplementary (AS) levels for sixth-formers, was going.

Esher is one of the places that decided to go ahead with AS levels this year on a large scale. Most schools with big sixth-forms, and even some sixth-form and tertiary colleges, decided to wait and see.

Some, like Exeter College, felt that they had enough on their plates with the new one-year mature GCSE courses, which had to be digested this year. Others, like Manchester Grammar School, believed that there was a straight choice between AS levels and their general studies programme, which takes up a quarter or a third of sixth-formers' time, and those general studies.

Still others, like Parris Wood School in Manchester, saw no point in struggling with AS levels before universities

had made it much clearer how acceptable they would be and what grades would be required.

The examination boards do not yet know how many students will be entered for the first AS level examinations in 1989. A spokesman for the University of London board said that the level of interest was higher than they expected, with some 500 applications for subject meetings. But many of those may be from institutions that are still waiting on the sidelines to see how things develop.

Esher College decided last year that if it went in at all, it must be on a big enough scale to offer students a genuine choice. It is now running courses in 12 subjects, and 70 of the college's 750 students have chosen to do one or two AS levels.

There was a lot of debate before the decision was taken, when all the arguments that have led other places to wait and see were thrashed out.

The principal, Mr Patrick Miller, was one of the people who were very dubious about AS level. The college had built up an extensive programme of non-examined complementary studies, taking up 15 or 20 per cent of students' time and offering an enormous choice of activities and general interest courses.

Like Manchester Grammar, Mr Miller did not want general studies options to be replaced by AS levels. "They were already getting breadth of a valuable sort and I did not want that to be sacrificed for yet another exam."

Teachers felt overstretched already by the need to bring in the new GCSEs, but in the end the arguments of the AS level supporters won the day.

They saw three main reasons for

going ahead. The first was that AS levels could offer some welcome curriculum development, where A levels seemed to be set in concrete.

This has now happened in some subjects, such as French, English, geography and biology. The least happy of Esher's AS level teachers were those in subjects like mathematics, where the courses available literally offered half an A level, rather than something different that would suit non-mathematicians and scientists.

The second reason for taking the plunge was that AS would give two A level students a better option than the alternative menu of GCSEs and repeat GCSEs. Fifty-three of the 70 AS level students are taking two A levels and one AS level.

The third reason was that the college had benefited in the past from going early into new courses, such as the Certificate of Pre-Vocational Education (CPVE), and found it generated worthwhile development inside the college.

"We wanted to get in there and help shape AS into something interesting," said Mrs Suzanne Allen, assistant principal in charge of curriculum.

The students doing AS levels seemed very happy with them. Graham McGrath, who is doing CDT and drama at A level and French and biology at AS, said: "It breaks things up and makes it more interesting."

Kathryn Jessett, who is doing an AS in geography, said: "The only problem is that no one seems to have heard of AS level." The teachers also said that the DES had let them down badly by failing to do more to publicize the new exam.

But the students agreed with Mr Miller that AS levels should not take



Going ahead: Esher College students will take the new exam

the place of complementary studies, which allowed them to pursue interests in a more relaxed way.

Teachers at the college are now discussing whether they can extend the AS level options to more subjects next year. But even at a big sixth-form college like Esher, where the new exam presents far fewer practical difficulties than in schools, there are still many uncertainties about AS levels.

There are questions about their suitability for the weaker A level students who will inevitably be attracted to them, when they are designed to maintain A level depth and standards.

If they take off, it may be at the expense of minority A level subjects. And there will always be a danger that,

without considerable determination and leadership, they will begin to chip away at valuable general studies options.

Mixed messages are still coming from universities. Vice-chancellors have endorsed AS levels, and pledged that universities will accept them. But they have also been suggesting that a French-style baccalaureate, where students take several subjects, would be their favoured solution to A level narrowness.

Sixth-form and tertiary colleges are likely to go ahead with AS levels next year on a much larger scale. But with all the uncertainties, it would not be surprising if schools, faced with almost impossible logistical problems, decided to wait and see even longer.

DES inquiry shows cautious first response

by Sue Surkes

Schools and colleges appear to have approached the new AS level with extreme caution, according to responses to a DES survey.

A questionnaire was sent to about 2,800 schools and 345 sixth-form, tertiary and FE colleges at the start of this term. So far, about three-quarters of the schools - all of which have A level candidates this year - and a third of the colleges have replied. The results have not yet been analysed. But the preliminary indications are that AS levels are thin on the ground.

DES statisticians hope to publish figures for the maintained and independent sectors early next year.

The questionnaires asked heads and principals to state the numbers of AS levels and the subjects being taken. They asked whether they were being taken in conjunction with A levels or vocational qualifications and whether there were plans to offer more AS subjects next year.

They did not, however, seek to find out whether pupils were opting for AS level subjects that contrasted with their main studies. Nor did they ask whether AS level and A level students were taught together.

DES enquiries this week appeared to confirm that heads and principals are proceeding slowly. Mrs June Fisher, head of Cusford County School in south London and chair of the National Union of Teachers' education committee, said the consensus of which her school was a part had not offered any AS levels this year because of the volume of work associated with GCSE and the Certificate of Pre-Vocational Education. The consortium hoped to offer around 20 AS subjects next year.

Mr David Sykes, head of Marple High School in Stockport, said

about five of his pupils were taking AS level French. He thought other potential takers had been put off by doubts about the new exam's credibility.

Mr Martin Rogers, chairman of the Headmasters' Conference and chief master at King Edward's School in Birmingham, thought that a minority of pupils would be taking the odd AS level within the general studies framework in a quarter to a third of independent schools, although he stressed that a few schools had gone much further.

"If the sixth-form colleges make a success of AS levels you can be absolutely sure that the independents will take them on because of the competition."

That competition might be limited. Mr Mick Farley, chair of the Post-16 Network of advisers and officers, said AS levels had been widely regarded as "a bit of an irrelevance". He estimated that most sixth-form and tertiary colleges and a number of FE colleges were teaching one or two AS level subjects to a minority of students.



AS candidates: taking risks or leading the way?

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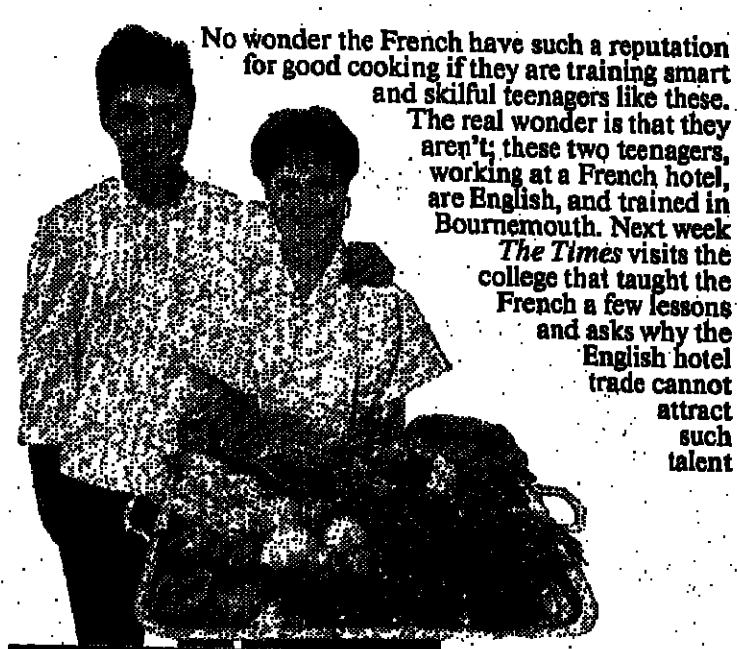
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THE TIMES Food for thought



No wonder the French have such a reputation for good cooking if they are training smart and skilful teenagers like these.

The real wonder is that they aren't these two teenagers, working at a French hotel, are English, and trained in Bournemouth. Next week

The Times visits the college that taught the French a few lessons and asks why the English hotel trade cannot attract such talent

... and regularly in *The Times*, Bernard Levin on the way we live now, Irving Wardle at the theatre, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, John Woodcock on cricket, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, the unique *Times* crossword ... and much more



THE TIMES
A lion among paper tigers (25p)

Ian Nash looks at the place of technology in the secondary school curriculum

Clear definition needed for success of CDT courses

The growth of design and technology in schools has been severely limited by the GCSE national criteria, according to leading exponents from education and industry.

Further damage is likely through the introduction of a national curriculum unless agreement between policy makers and the profession can be reached rapidly on what exactly is meant by technology in schools, speakers at the 10th annual Stanley Lecture in London warned last week.

Examination reforms had reinforced a fragmented view of craft, design and technology, and pushed teachers towards an elitist approach which encouraged individualism rather than teamwork.

Far from being relevant to everyday life, said Professor David Layton, head of Leeds University Centre for Studies in Science and Mathematics, CDT in schools was "starkly at odds with what takes place in every other technological context, where co-operation is the norm".

Professor Layton shared the platform—at the Royal Society of Arts—with Mr Tom Todd, adviser to the Manpower Services Commission; Mr Peter Forrest-Smith, CDT inspector for the Inner London Education Authority, and Mrs Mavis Fox, head of

CDT for Leeds Girls' High School.

Commenting on recent developments in the lead-up to the national curriculum, they echoed the fears of Sir Bryan Nicholson—in his retirement speech to the MSC—that too rigid a timetable would stifle work pioneered through the Technical and Vocational Education Initiative.

But their prime concern was over the new 16-plus examination. While the GCSE "small print" allowed for an expansion of project work, the criteria narrowed the fields of study possible, Mr Todd said.

He cited the Secondary Examinations Council CDT publication which said: "Clearly and inevitably, because of the breadth of material that it encompasses, CDT cannot be contained in one course, even though it is one subject. To make sense of the mass of subject content that it might contain, the material has been biased for

GCSE purposes into three courses (though there will be a common element)."

No such thing, however, was clear or inevitable to Mr Todd, who sees inconsistencies in this approach. "Many would consider this a retrograde step at a time when a fully integrated and common programme of technology is required," he said.

"The more the DES and HMI continue to insist on craft, design and technology as an unwieldy, divisive title, supported by the GCSE pattern of three courses emphasizing the separate elements, the more difficulties teachers will have in the future in justifying the activity."

Because there was no clear definition of technology, schools and GCSE boards offered a wide range of syllabuses in the name of CDT, and included a pure science in the topic to make it "academically legitimate".

Professor Layton called for the academic approach to be abandoned and replaced by a pedagogy based on project work. The way teachers perceived the demands of some GCSE technology courses led schools to impose entry requirements—frequently physics and occasionally tests of spatial ability. It was far from becoming a subject for all.

"The close association of school technology and physics has helped to endorse the view of technology as merely applied science," he said. Yet there was little empirical evidence to show that technological ability depended on prior scientific knowledge. "One remedy would seem to lie in the development of acceptable ways of assessing group project work. At present, the requirements of the GCSE frustrate what I believe many teachers would wish to see take place."

If Professor Layton's project work approach is to be explored there must be a consensus on a working definition of technology in schools. It is a question that seems to have been skirted round in both the GCSE national criteria and DES national curriculum discussion paper.

Mr Todd spoke of unanimity within the profession over the need to give all pupils activities which develop technological capability, economic understanding, political awareness and social skills. He said, however, "most of them are ignored in the new national curriculum document".

In fact, that consultation document does place design and technology as "key foundation" subjects, servicing essential core subjects. But the consequent roots in, and dependence on, an academic framework is exactly what Professor Layton saw as detracting from technology as a subject for all pupils.

Mr Forrest-Smith expanded on the project work model by offering a definition of technology based on the idea of "making things". That is, "using a variety of materials in an economic and skilful way, with a specific purpose".

If it seems likely, there can only be limited time available for technology or design in the curriculum of the future, will need to decide which part of the design and technology experience is unique and irreplaceable, he said.

Not only did "making things" encompass a wide range of skills and appreciations, from problem solving to aesthetics, it added relevance to the subject and offered a powerful opportunity to create an effective learning environment.

The recent Design Council report on design and primary education had offered a useful start down this road. Similarly, profiling and graded assessment in CDT in secondary schools could give a clearer picture of pupils' expectations and a sharper record of experiences.

This may help to map levels of design and technology experiences and remove some of the curriculum clutter we hear so much about," he said.



Electronic age: the CDT debate continues

There is evidence to show that a syllabus based on creative project work rather than an academic approach will benefit the most as well as least able. This was illustrated in the work of Mrs Fox, who has taught CDT for several years to academically able grammar school pupils.

As an art and design teacher, her interest in CDT grew out of a desire to help children explore alternative solutions to problems, develop flexibility of thought, think across subject boundaries and develop aesthetic, communicative, manipulative, constructional and communication skills.

It was not easy. "They have been more inclined to respond to instruction than experience and most likely to form personal likes, dislikes and opinions as a result of second hand influence or pressure," she said.

Motivation had thus often been forced by some external agent: the examination system, fear of failure or of incurred displeasure, even among the academically very able.

But CDT taught them things that they never confronted in academic life, such as the fact that "some ideas never get beyond the drawing board". Failures, too, were seen as part of the experimental process of learning rather than sources of disappointment over inadequacy.

Ultimately, the project work model may not provide the best definition for technology in schools. But, like the pupils at Leeds Girls' High School, the four speakers at the Stanley Lecture see it as an idea worth taking further than the drawing board and they are willing to risk failure if it teaches the profession something.

Given the urgency over the national curriculum, perhaps the policy makers and professionals should ask themselves whether there is any better starting point for a working definition.

Schools fail to develop skills

The failure of schools to develop basic skills needed for GCSE in craft, design and technology is highlighted in a report published this week by Her Majesty's Inspectorate.

Since the decision to split the subject into three specialist courses, significant changes have taken place to meet the demands of the two more academically biased courses.

"There has been less curriculum development in courses such as technical drawing, geometrical and engineering, and there is often still a wide gap between 'courses' that have been mounted in schools and the requirements of CDT. Design and Communication: An Approach for CDT Departments is a new syllabus," says HMI.

The HMI booklet, which aims to encourage teachers to nurture basic skills, says: "The starting point for the work in the early years of secondary

education should be the experience of CDT that pupils bring with them from the primary school."

By the age of 14 the basic skills are sketching ability, handling reference sources, confidence to propose ideas and consider alternatives and the experience to test design models for construction. The skills cited by HMI do not depend on prior academic knowledge.

"Whenever possible, the work of pupils should stem from their own experience, or from a real situation with which they are familiar or which they can comprehend."

Design and Communication: An Approach for CDT Departments is published by HMSO, £3.50. An accompanying set of slides is available from CDT Vision, Chalfont Grove, Gerrards Cross, Bucks HP8 3TN, £11, plus VAT.

Government tells Commission to stick to training mission

MSC's change of name ushers out 13-year era

by Mark Jackson

The Manpower Services Commission's 13-year expansion ends abruptly next week when it loses many of its responsibilities and 7,000 of its staff. Stripped of the employment services it now administers, it will become purely the national training agency.

The MSC is to be renamed the Training Commission, Mr Norman Fowler, Employment Secretary, announced on Tuesday. The change will require legislation which will be part of the new employment Bill.

Education and training had never been more important or central to our economic success, said Mr Fowler. "That is why we attach such high importance to the development of the Training Commission which brings together all the main interests and will be able to focus exclusively on the national training effort."

In reducing the scope of the MSC's activities, the Government is in fact returning to the original plan for a national training agency which was expanded into the concept of a strategic manpower arm at the last minute by the Heath government in 1973.

The Commission's Jobcentres and responsibility for the enterprise allowance scheme along with a number of other employment programmes will be handed over to the Department of Employment on Monday. But unskilling the MSC's activities, organisation and finances will take a lot longer.

Reorganizing the regional and area structure will be relatively simple—most training activities are already handled by the Vocational Education and Training Group. This will take on the remaining schemes like the Community Programme and become the Commission's new field organization. The more complicated changes, which will have to be made gradually, are at headquarters and most of the Commission's staff will be doing the same jobs for some time to come.

A new top management will be carrying through the changes. Sir

Bryan Nicholson, the MSC's chairman for the past three years, left this week to become head of the Post Office. He is being replaced by a caretaker part-time chairman, Sir James Munn, while the search goes on for a permanent successor.

But a more surprising change is the departure of the MSC's director, Mr Geoffrey Holland, who is to become permanent secretary at the Department of Employment.

Mr Holland, author of the Holland report which led to the setting up of the Youth Opportunities Programme, has since been seen as the main visionary and driving force within the MSC. He is being succeeded by Mr Roger Dawe, a 46-year-old deputy secretary at the DE.

Mr Dawe, a more reserved personality than Mr Holland, headed the MSC's training division for three years, and is popular with its staff and the education service officers with whom he worked.

Meanwhile, the job of the chairman, the key figure during the tenure of both Sir Bryan and his predecessor, Lord Young, will now probably be downgraded.

One indication for this is that Mr Dawe will take over the role of the Commission's accounting officer, which carries the statutory responsibility for its spending and has previously been held by the chairman.

Major changes are planned for the area manpower boards, which represent employers, unions, local government and the education services. These are charged with overseeing the operation of the youth training programme and training schemes for the unemployed over 18s.

At his last press briefing on Tuesday, Sir Bryan said that the boards would be less concerned with the detailed running of schemes, but more involved in coherent local planning of education and training. However, he gave an assurance that the boards would still be involved in monitoring the quality of training.

Scots 'caretaker' takes over from Sir Bryan

by Neil Munro

Sir James Munn, the retired Scottish headteacher who has been picked as the new caretaker chairman of the Manpower Services Commission, is best known north of the border as the chairman of the committee which produced the Munn Report, whose recommendations led to the new Standard grade courses.

Sir James, aged 67, has a reputation for picking up official chairmanships with bewildering speed and ease. His Indian Civil Service background is unusual for a Scottish teacher and one that has made him at home in the corridors of power.

He will continue as chairman of the MSC in Scotland, although he resigned as chairman of the Government's Consultative Committee on the Curriculum in Scotland earlier this year. The dual chairmanships caused adverse comment and Sir James came to embody the Government's preoccupation with a vocational curriculum.

His reputation suggests he will bring consensus and a calming presence to the MSC, although it will take all his charm and diplomacy to do so.



Sir James Munn, chairman of the MSC



"Directory inquiries. Which town please?" Pupils from Kensal High School, Manchester, experienced a day in the hectic life of a telephone operator last week when they visited British Telecom's City Centre Exchange.

The work shadowing was part of a massive programme of school-industry events organized for North West Industry Matters Week, involving 1,000 companies from 25 local labour groups.



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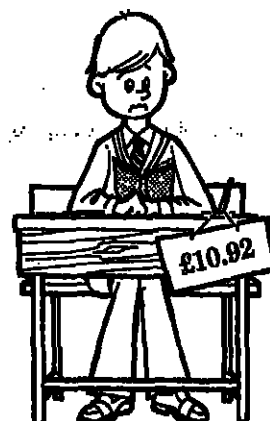


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OVERSEAS



Multi-ethnic community: university students have been angered by decisions which discriminate against Chinese and Tamils

Fears of race riots rekindled

A recent decision by the University of Malaya to abolish teaching in Chinese, Tamil and English has led to student demonstrations and a resurfacing of racial tensions.

The university senate ruled that, with the exception of specialist language courses, all teaching has to be conducted in Malay. This has angered the Chinese and Tamil communities, which, with the Malays, form the country's three main race groups.

Prime Minister Dr Mahatir Mohamad, prompted by memories of race riots in 1969 when hundreds of Chinese were murdered, has set up an emergency "Unity Bureau".

The bureau, staffed by top politicians, has already met the vice-chancellors of Malaysia's six universities to try to ensure that racially divisive policies are not pursued.

Nevertheless, many feel the Government itself is responsible for the racial tension that has been building up steadily over the past two years. Its bias in favour of the Malay community is cited as evidence.

MALAYSIA

Geoffrey Parkins on the justifiable educational grievances of the Tamil and Chinese communities

The Malaysian Chinese Congress (MCA), which forms part of the coalition Government, has attacked policies which give Malays preferential treatment in education and employment at the expense of the Chinese and Tamils.

MCA leaders fear a ferocious assault on the Chinese vernacular primary schools as the Government carries out a review of the 1961 Education Act. Already, changes have been made which will starve both Chinese and Tamil schools of funds and mother tongue teachers and enforce a national curriculum that emphasizes Malay culture and political dominance.

Eighty-seven per cent of Chinese families send their children to vernacular schools, proof, the MCA argues, of the need for this type of education.

Government involvement in higher education has also been controversial. University entrance quotas giving preference to Malays have been maintained. And during the last few months the Government has banned complaints or appeals from parents and poured "watchdog personnel" into educational institutions to ensure its policies are implemented.

Because of the "unrelenting erosion" of Chinese language, education and culture by the Government, MCA and other opposition party leaders have urged the Chinese community to study the Education Act and any amendments the Government makes.

The United Chinese School Teachers Association has also said the review poses a threat to the Chinese community. But, it feels, nothing can be done because the changes to the Act are being made in "complete secrecy".

Haughey draws the purse strings even tighter

Sharp cuts in educational spending next year will lead to larger classes in Irish schools and up to 2,500 teacher redundancies.

The early publication of the Book of Estimates for public services spending next year has been followed by strong protests over the cuts proposed for education and other ministries.

However, the minority Fianna Fail administration of Charles Haughey insists the measures are necessary to reduce borrowing levels.

There will be an £85 million (£77.25 million) reduction of this year's education spending of £1.187 million with half the savings being sought in the primary sector.

Education Minister Mary O'Rourke admits that the pupil-teacher ratio in primary schools - already one of the highest in Europe - will be worsened. Spending on new primary and secondary school buildings will also be halved.

The Minister is looking for a 6 per cent cut in primary and secondary teaching force of 43,000. The redundancies will be voluntary.

Mrs O'Rourke is also planning to reduce the recurrent grant to further and higher education institutions by 7 per cent which, it is predicted, will lead to redundancies in universities and colleges.

Plans for new colleges to meet the growing demand for higher education have been scrapped and students will face an 8½ per cent tuition fee rise next year.

The proposed cuts have particularly angered primary teachers but the Minister says that the only alternative was to raise the school entry age from four to five.

Primary teachers are already somewhat wary of the Minister over her plans for a review of the child-centred curriculum.

IRISH REPUBLIC

John Walshe reports on why next year's budget projections have alarmed the teaching profession

It is expected that the review body will come out in favour of a back-to-basics approach with more emphasis on the 3Rs.

Mrs O'Rourke has also asked the review body to recommend what form of external assessment of pupils at primary level should be introduced.

At present, different assessment procedures are used around the country but there has been no nationally monitored assessment since the abolition of the primary certificate 20 years ago.



Mary O'Rourke: teachers are wary of her

Erasmus sets off jauntily with a pocketful of ecus

Erasmus, the European Action Scheme for the Mobility of University Students, got under way last week.

About 2,000 students from 500 faculties in European Community member states will take part in 240 inter-university co-operation programmes (ICPs) funded by the European Commission. Most popular areas of study are business and management studies, followed by language and literature.

During the first three years of Erasmus, which EEC ministers adopted in May with a budget of 85 million ecus (European Currency Units), about 25,000 community students are expected to study on grants in other member countries. Erasmus will be built on the foundation laid by the EEC's joint study programmes over the past 11 years, and will include 950 faculties that applied to participate in the high technology Comett programme, started this year to create partnership between universities and industry.

EEC

Community students are being encouraged to visit other member countries. Report by Jane Marshall

Once the network of co-operating universities is in place, and as the annual budget for Erasmus increases, many more students will be able to qualify for grants under the scheme.

The students' grants will cover such expenses as travel, preparing to work in another language and increased cost of living abroad. The Commission will announce next month grants for about 750 university staff to visit other EEC countries.

For this year only, the Commission will choose a second round of programmes, to which a quarter of the first year's budget has been allocated. These schemes will try to correct imbalances between countries and between disciplines - at present there is over-representation of British, French and German programmes, and the Commission would like to see more emphasis on agriculture, medicine and other specialist areas.

Erasmus funds are also earmarked for other initiatives, including a pilot programme between some universities for mutual recognition of qualifications and for development of common curricula; intensive programmes for students of several states; university associations which will keep abreast of new EEC initiatives; conferences, publications and dissemination of information.

New science formula finds favour

At a time when many British schools are introducing balanced or integrated science courses, Kenya is heading in the opposite direction.

The Ministry of Education has concluded that general science courses are failing to develop "scientific thinking" among high school students and now wants a return to single-science subjects.

Mr Tom Stima, the chief inspector of schools, said that general science would not be available to O level candidates in 1989. "They will be expected to register for pure science subjects such as physics, chemistry and biology," he said.

At present, many secondary schools are offering general science because

KENYA

they have inadequate laboratories. But the Ministry has said that headteachers should encourage parents to raise funds for new buildings and equipment. As for private schools, they have been told that their licences will not be renewed if they ignore the Ministry's science directives.

The switch to single-science courses is being seen as part of the Government's strategy to increase practical and vocational training.

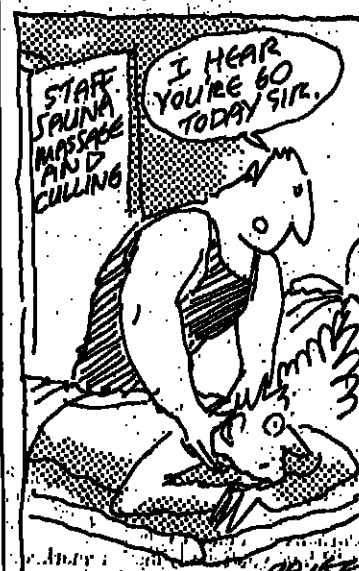
The Government has already restructured the curriculum so as to reduce the number of non-vocational

subjects and has stipulated that secondary pupils should take a minimum of 10 - rather than six - subjects.

Agriculture, home science, and art and design are some of the subjects that have been given a higher profile. The only optional subjects are religious studies (Christian and Islamic) and social and ethics education. But that may also change soon.

Last month President Daniel Arap Moi sent a clear message to the Ministry of Education when he said that RE should be made compulsory in secondary schools - "It already is in primary schools. Matters pertaining to God," he said, "should not be optional."

Wachira Kigotho



Sixty is a dangerous age...

NEW ZEALAND

Boards of governors at secondary schools in New Zealand can hire and fire staff. Now one board at a Wellington high school is trying to force all staff to retire at the end of the year they turn 60.

Furthermore, the board is asking those teachers who are over 60 at present to retire at Christmas. It also wants each teacher to take out a contract to run one year at a time and that is renewable at the headteacher's discretion.

None of these requirements can be countenanced by the secondary teachers' union, as 65 has been the agreed retirement age and contracts on a strict and favour, have been open to abuse.

However, Ms Rachel Underwood, who chairs the board, has replied that "Sixty is the age when national superannuation applies. It's a fairly standard retirement age."

While it is true that national superannuation applies from the age of 60, teachers have pointed out that since the scheme was introduced nine years ago, the average age of the population has risen to the point where a new government may consider pushing up the eligibility age to 61 or beyond.

In protest at the governors' stance, teachers at the school held a one-day strike earlier this month. The board then decided to postpone its retirement edict until 1990, leaving unresolved the controversy of contracts or staff over the age of 60.

Lynn Richardson

OVERSEAS

Official Aids advice: hold your horses

UNITED STATES Mr Bennett has decided to say 'Whoa' to unbridled teenage passion, Bill Norris reports

Any instruction about them, however, he says should "occur in an appropriate moral context".

Possibly to avoid further acrimony, Mr Bennett chose a moment when Dr Koop was overseas to launch his latest effort. "We cannot shy away from associating moral values with behaviour," he told a news conference.

"This handbook affirms that, in the education of the young, moral instruction is a key ally in the effort to protect their well-being. Promoting the use of condoms," he added, "can suggest to teenagers that adults expect them to engage in sexual intercourse."

State fails in bid to take control

Schools in New Jersey have greeted the recent defeat in the state legislature of two draconian laws which would have threatened them with take-over on the grounds of "academic bankruptcy".

The Bills, sponsored by Governor Thomas Kean, would have given the state power to take complete control of school districts which failed to meet academic standards. All school board members and top administrators would have been dismissed, and replaced with state appointees who would serve for at least five years. In addition, the status of all school principals in such districts would be reviewed, and a decision taken on whether to fire or retain them.

It was the last provision, threatening the current tenure protection, which aroused the ire of the New Jersey teachers' union and brought a strong lobbying effort against the Bills. The measures were defeated by three votes.

Governor Kean angrily blamed his defeat on "a nefarious coalition in selfish bondage to the New Jersey Education Association (NJEA)". "The vote was a defeat for poor children, and a victory for those who say these children can't be educated," he added.

Mr Dennis Giordano, president of the 124,000-member NJEA, denied the charge. "We were defending the principle of the tenure statute," he said. "I don't believe any intrusion into the tenure law should be tolerated. That law was designed to avoid this kind of political interference."

Governor Kean, however, has announced that he intends to go ahead with state intervention, whether the politicians back him or not. "In balancing the rights of the children held hostage in pervasively deficient school systems with those of the educational leaders who claim to have been serving these children," he said, "I must come down on the side of the children."

Three hundred thousand copies of Mr Bennett's booklet are to go to school principals, state education officials, and heads of parent-teacher associations. Most are likely to find that the teachers themselves have already got the message, albeit a somewhat different one, because the National Education Association has already issued guidelines - including the need to teach about condoms - to its 1.8 million members.

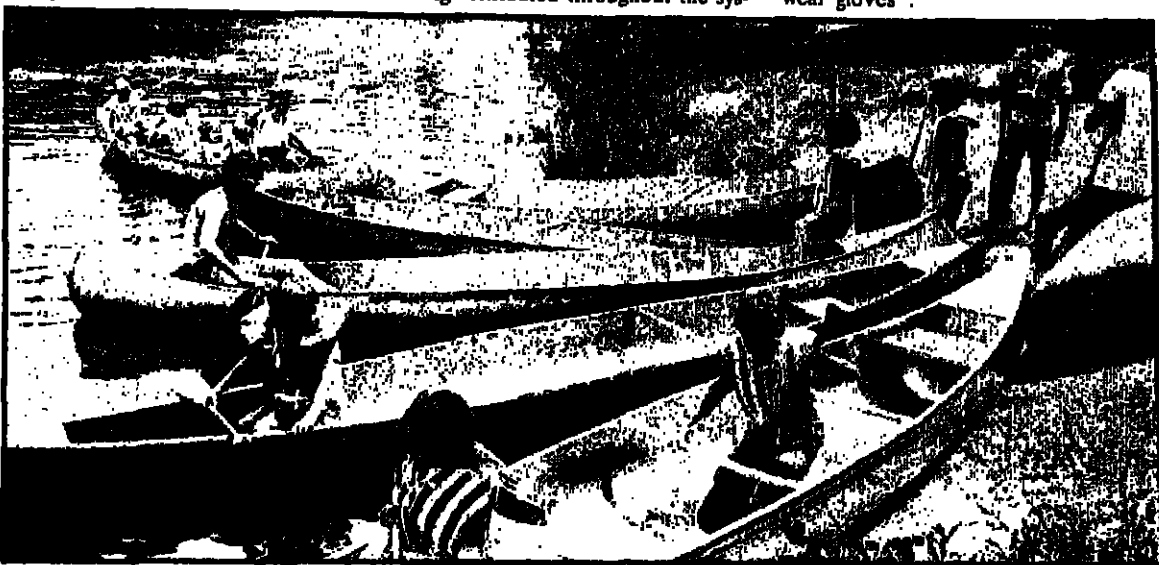
The booklet contains one interesting statistic: by the age of 19, more than 70 per cent of American teenagers have indulged in sex. It seems that Mr Bennett, in his effort to stop conduct that would frighten the horses, may be shutting the stable door too late.

The New York City board of education, meanwhile, is taking measures to prevent the possible spread of Aids to school staff. With the approval of the United Federation of Teachers, 1.5 million pairs of disposable gloves are being distributed throughout the system, at a cost of \$60,000 (£36,000).

They should be used, says the accompanying memo, "in giving assistance to a person who is bleeding," and "cleaning up blood or other bodily wastes." They should not be used when "wiping away tears" or "helping a child blow his/her nose".

The memorandum makes no mention of Aids, but since the identities of the thousand or so New York schoolchildren infected with the virus is kept secret from their teachers, this is not thought to matter. Whenever blood is spilled in the classroom - not unusual in New York - they should pull on the gloves regardless.

Actually, the major danger to teachers may be the scorn they attract from their pupils. As a band of macho Washington policemen were told when they donned the flimsy plastic coverings to control a crowd of demonstrating homosexuals outside the Supreme Court last week: "only sissies wear gloves".



Going adrift: plans to revise summer holiday arrangements in Los Angeles have provoked criticism

A holiday rota for pupils

The long summer holidays enjoyed by American teachers and schoolchildren are about to become a thing of the past - at least in a large part of California.

Los Angeles, second largest school district in the US with 597,000 students, has voted to put all its schools on a "year-round" basis from July 1989. This will mean some schools operating holidays on a shift basis, with groups of children away at different times of the year.

The success of the move will be keenly watched by the country's educationists, many of whom are concerned that the present three-month break allows children to forget much of what they have learned.

Though the school calendar was designed to enable children to work on farms during the harvest season - a need which has long since disappeared - few of the most avid advocates of reform have been anxious to tamper with it. Nor is the Los Angeles initiative inspired by any desire to drag its schools out of the 19th century before they enter the 21st. Rather, it has been prompted by school overcrowding

caused by the huge influx of immigrant children.

Total enrolment is expected to reach 700,000 by 1996, and without a year-round system the district would have to build nine elementary schools and two high schools every year to keep pace.

Full details have yet to be worked out, but it is likely that children in overcrowded schools will be divided into four groups, or "tracks", with at least one group on vacation at any one time. Pressure on classroom space will thus be reduced by a quarter.

In less crowded schools, a "single track" system will be adopted, with students working the more conventional three three-month terms, with breaks of a month between each.

The Los Angeles Board of Education, which decided to make the change on a 4-3 vote after hours of impassioned debate, is not making many friends among parents and students.

Though the experiment has already proved successful in some California schools, and a total of 67 across the country, opponents claim that it will interfere with long vacation trips. Old-

er children complain that they will no longer be able to take summer jobs, and there are fears that those middle-class whites who can afford private education, will desert the state schools.

Ms Roberta Weintraub, one of the dissenting board members, predicts that parents will remove their children to droves. "There will be a massive pull-out of anyone who can afford it," she said after the meeting.

Ms Weintraub and other critics charge that the change is unnecessary because the Los Angeles student population growth-rate has already begun to decline. Only 2,000 of a predicted 12,000 new pupils materialised last month, probably because illegal immigrant parents were scared off by the new federal immigration law.

The National Association for Year-round Education, based in San Diego, is enthusiastic about the decision. "People are gradually beginning to realize that it does not make sense to keep kids away from formal education for three months every year," said Mr Charles Ballinger, the association's executive secretary.

Parents boycott teacher with virus

SPAIN

The Cuevas Torres school in Las Palmas remains closed this term after a newly-appointed member of staff was revealed to have been diagnosed as having Aids.

The teacher, known only as Rafael R, was transferred to the school during the summer break by the Canary Islands' regional education authority. Rafael's condition was, however, diagnosed at least one year earlier and he is thought to have contracted the disease some five years ago.

The education authority, backed by the Spanish education ministry in Madrid, maintains that, as the teacher has a valid health certificate declaring him fit to work, he can give classes. The official stand was initially supported by his colleagues though, but at present they demand that Rafael be transferred to an administrative post.

The teachers' union had also called for Rafael to be kept in post, but, as parental pressure for his removal has mounted, union and education officials have grown reluctant to talk about the issue. Indeed, the director general of education services has been "unobtainable" since the news broke.

Public meetings, held by the parents' association to discuss the matter and to inform parents of the risk involved, have broken up. The association lost control as parents protested against the teacher's presence in the school. Police had to be called to a protest meeting at the school gates during registration week earlier this month.

As a result, pupil registrations slumped to a third in year groups not taught by Rafael and to a mere seven out of 150 in his year group. The headteacher has closed the school because the education authority has neither delivered essential teaching equipment, nor decided Rafael's future.

The situation has emphasized Spain's inadequate public health education in general and information about Aids in particular. The lack of public awareness was pointed out by Rafael's brother, who has praised the United Kingdom's Aids information campaign. From comments to the press, most parents in the working-class area served by the Cuevas Torres school have been shown to lack understanding of the disease.

Las Palmas is probably one of Spain's highest risk areas for Aids. It is a key transit point for travellers to Europe from Africa, Latin America and the Caribbean, and some four million north European tourists visit every year.

With minimal customs - and health - checks, Las Palmas is an equally popular stopover for drug-traffickers, and the local drug-abuse problem has grown alarmingly in recent years. Health facilities are considered to be "Third World standard". Frequent complaints have been made that no doctor, or even nurse, has been on duty at the international airport, while it has been alleged that disposable needles are not used at the centre responsible for certifying foreign and other workers - such as Rafael - fit for work.

Nick Tolentino

Travel

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LETTERS

Heads' discretion

Sir - In her article "Change of acts to follow reforms" (TES, October 2), Virginia Makins was right in calling section 18 of the Education (No. 2) Act 1986 "clumsy". She was not quite right, however, in saying that heads have only to choose between the alternative of implementing the local education authority's curriculum policy or the modifications of that policy made by the governors. In fact, the relevant section of the 1986 Act (S18) allows heads a third choice - to follow the L.E.A.'s policy in some respects and the governors' modifications in others. Only in respect of sex education is the head bound to the governors' statement of policy. All this was made

clear in the DES circular 787 of August 7, 1987.

She is, however, quite right in intimating that all this is likely to be water under the bridge before it is even implemented. The section only becomes operative when incorporated in new articles of government, which for most maintained schools will be September 1, 1988. By then, we shall know whether the Secretary of State is serious in the national curriculum document about insisting in future on heads having an obligation to implement governors' modifications to L.E.A. curriculum policy.

If he does, then one wonders what safeguards there will be against abuses of this far-reaching power. Under the 1986 Act, as well as the right to be consulted by governors, the head has

partial powers of veto in that he/she can choose between the L.E.A. and governors' policy; in addition, governors cannot incur any expenditure which in the opinion of the head would not be appropriate in relation to the curriculum.

Presumably in the proposed new legislation this latter right will be withdrawn because the curriculum of the school will be determined by the governors either by accepting the L.E.A.'s version or their own modifications. Of course, there is always the annual report for parents and the annual meetings to act as safeguards, but they come after the event.

If the professional experience of heads and teachers is not given statutory prominence at the time of curriculum policy-making, then the "imple-

mentation" phase, the delivery in the classroom, is likely to be half-hearted. It is this wholehearted commitment of teachers that the Secretary of State should be seeking and promoting. He could do no better than make sure that there is a statutory requirement for governors to have a proper regard for the professional advice given by head and staff, rather than the present off-hand suggestion in the national curriculum document that governors should "consult" heads in coming to their curriculum decisions.

C J LOWE
Legal secretary
Secondary Heads Association and
Head, Prince William School
Oundle

Terminal complaint

Sir - Mike Thorne's article, "Casting the net" (TES, September 25), accurately highlights both the advantages of subscribing to The Times Network Systems and also the current deficiencies. However, there is one point which I should like to raise concerning the siting of the TTNS terminal in schools. Mr Thorne mentions the head-teacher's office, the staffroom, the classroom and the careers room as possible locations. He neglects to mention the obvious fifth alternative (although sadly it probably isn't obvious in many schools) - namely the school library.

On-line and in-house databases are a natural extension to the library's everyday role as information provider to staff and pupils alike and are also a means of developing cross-curricular information skills. In order to maximize the use of TTNS in a large comprehensive and to exploit its potential, instruction, control and monitoring are essential elements along with the dissemination of relevant information to all departments within the school.

My contention is that the school library provides a ready-made centre for these activities. The librarian or library assistant, with the help and support of the computer studies teacher or department can perform these functions of control and monitoring as well as the dissemination of information.

Obviously the most appropriate siting of the terminal in a primary school will depend on many factors, but even in a large secondary school with several terminals the library can provide a central focus for database work. Sadly, I am all too aware that many schools do not stock, staff or exploit the services which a good school library can provide, hence Mr Thorne's omission.

TESSA LEE
Librarian
Chipping Sodbury School
Bristol

Rule Britannica

Sir - In Mike Thorne's interesting review of The Times Network Systems, he underestimates the extent of *Encyclopaedia Britannica* and overstates its cost to schools.

Rather than "20-odd volumes", *Britannica* has 32, including a two volume index which gives rapid access to information. In addition, each subscriber receives a free copy of the current *Britannica World Data Annual*.

The price to schools and public libraries will be £955.50 from November 1, and not "about £1,100". *Britannica* articles are not only written by experts in the given field, but also checked and expertly reviewed in ways we think are feasible only for the printed word.

ROBIN SALES
Encyclopaedia Britannica
International Ltd
Carew House
Station Approach
Wallingford
Surrey

Takes the biscuit

Sir - May I be allowed a belated comment on the perceptive criticisms of the national curriculum by my friend Maurice Holt (TES, September 18)? He argues that the education system is now to be run as though it were an industry; in his own words, schools are to be run "like biscuit factories". I think he is wrong and is being particularly unfair... to the British biscuit-making industry.

Why do I say that? Can anyone imagine a major industry in this country recognizing that its product and its processes have to be fundamentally changed to cope with foreign competition, acknowledging that its workforce is the key to introducing the necessary changes and then insulting that workforce by withdrawing their negotiating rights before discussion of the changes has even begun? Not even the miners were so shabbily treated by Ian McGregor.

What changes, therefore, has Kenneth Baker envisaged, irrespective of the advantages or disadvantages of his proposals? I could not have imagined myself making this plea even last year, but is it too much to ask for teachers to be treated, if not as professionals, at least as well as biscuit-makers?

PROFESSOR FRANK COFFIELD
Universität Duisburg
Postfach 10 16 29
D-4100 Duisburg 1

U-turn please

Sir - An "In Brief" news item (TES, July 24) reports that the Government has ruled out the four-term school year because "the idea did not command universal support within the education service".

Since the current proposals for the education service most decidedly do not command universal support, may we look forward to their speedy abandonment by the Government?

Mrs A M JOHNSON
75 Court Farm Road
London SE9

British culture?
Yes, believe it or
not - it does exist

Sir - I have read and re-read John Clarke's letter (TES, October 9) and certain ideas come to me. After all, Mr Clarke works in a university department of education, and if he cannot understand one very important meaning of the word "culture", it bodes very badly for the prospects of the future pupils of the teachers he is helping to train.

The most recent edition of the *Concise Oxford Dictionary* defines the word (when used in the sense that David Blunkett evidently had in mind) as denoting particular forms of civilization. In this sense, we can refer to Egyptian culture, Roman culture, Chinese culture and British culture. The parents of most immigrant children have not been in Britain long enough to have contributed significantly to the last-named form - although some of their children will doubtless do so.

What on earth has "racism" to do with an MP's defining, either directly or obliquely, this self-evident point? The fact that indigenous English children are Caucasian in origin, whereas most immigrants are not, was not being referred to by David Blunkett -

and certainly his article did not convey any suggestion that the children of immigrants are racially inferior. I think I agree with David Blunkett when he seems to suggest that passing on our cultural heritage to English children (which up to now has normally been considered the sort of thing that teachers ought to get up to) should not be made unnecessarily difficult by putting them to schools containing a majority of pupils from families whose cultural heritage is different.

Here, perhaps, I should hasten to explain that I used the word "our" in the preceding sentence simply because, like David Blunkett, I happen to be an Englishman and consequently share the same cultural heritage as the group I was referring to. I was therefore using the word quite appropriately. There is nothing sinister about using personal possessive adjectives with semantic and syntactic correctness, and Mr Clarke really need not get upset when people do so.

ARTHUR SYRED
14 Norfolk Gardens
Duffield Road
Derby



Hand up for reading: children like the SRA programme

Catching up

Sir - I was most interested to read Tim Rice's excellent article, "A contract that helps pupils to read the small print" (TES, October 2), concerning the Science Research Associates' corrective reading programme.

I should like to clarify two points, (1) philosophical and (2) regarding the programme's American origins. (1) Philosophically, the programme is "learner-centred", addressing the children's skills deficit by "detailed task analysis", as opposed to problem analysis. This is not only practical, it turns the learner's attention away from past failures and fears to what can be, and is being, achieved. The day-to-day operation of the programme is carefully teacher-directed to ensure that a great deal is covered and learned in the shortest time possible, because corrective reading was designed as a catch-up programme.

(2) SRA has no plans to "de-Americanize" the programme because it has been so carefully put together that were we to tamper with it we might negate its dual trump card: it works and children like it.

BRIAN PRESTON
Managing Director
Science Research Associates
Newtown Road
Henley-on-Thames, Oxon

slightly higher degree of recognition for the Department of Education and Science. The RSA diploma is DES approved. There is no question of any partial or conditional approval. This year, eight of the RSA diploma course centres are in colleges belonging to local education authorities. This simply illustrates the recognition which is accorded to the diploma.

The general drift of the article suggested that most teachers who qualify in the diploma will be working in the private sector. This is untrue. At least 75 per cent of those teachers who have been awarded, or are currently taking, the RSA diploma are working in local education authority schools. In some course centres, the figure this

year will be 100 per cent, as the course is available only as in in-service training course.

For those who are working to ensure that the RSA diploma becomes more widely available, the guiding principle has always been to encourage L.E.A.s to sponsor state schoolteachers to take the diploma, so that the expertise which we aim to impart may be available to most of the children and adults who look to the state system for help.

JANE E K INOLESE
Professional Association of Teachers of Students with Specific Learning Difficulties
20 Village Way
Pinner, Middlesex

Liberating trend

Sir - Keith Sharpe's perspective is interesting but profoundly pessimistic (Talkback, October 9). I welcome the abolition of Scale 2 because it heralds a new era in professionalism for thousands of dedicated teachers. It also requires managers of schools to examine their prejudices and preconceived ideas about how responsibility is devolved in primary schools.

In turn, L.E.A.s and central government must find the money to assist in the development and training of all teachers on similar terms to industry (within school hours as well as Baker Days). This training should be available for all teachers, not just the ambitious and geographically mobile.

I am one of those "married with family responsibilities" who sat on Scale 1 for years of my career, always working more than 1,265 hours but accumulating skills, knowledge and managerial expertise in lots of unconventional ways.

Thank goodness for equal opportunities which at last has tempered the prejudices of appointing panels to give women like me a fair chance in the appointment stakes. Thank goodness for enlightened L.E.A.s which are actively encouraging all staff to realize their full potential.

A primary teacher who willingly takes responsibility for developing new classroom initiatives has to be a skilful manager, dedicated professional and a good communicator.

The responsibility for valuing and exploiting this potential is the challenge for you, Keith Sharpe. "Aim high and your needs will grow".

RUTH J STANDRING
Deputy head
Islefield Community Primary School
Seaton, Cambs

RSA diploma

Sir - With reference to the article "In the black" (TES, September 25), the RSA diploma for teachers of students with specific learning difficulties was run for the first time in 1985 and is now in its third year.

To suggest that it is "broadly similar" to the BDA course is inaccurate. Teachers taking the RSA diploma have to complete between 50 and 70 hours of teaching and are also required to administer at least one diagnostic assessment. The practical teaching component of this course is greater than was suggested in the article.

The RSA diploma does not "claim a

Missing figures

Sir - Your article "The Changing Question" (TES, September 11) gives a very inaccurate impression of the entries for the A level science subjects of the University of London School Examinations Board.

The figures you quoted for the entries for the London A level sciences do not appear to have incorporated the candidates who entered for the examinations for the alternative A level biology and chemistry syllabuses.

If these figures are included the London science entries for 1985, 1986 and 1987 still represent a downward trend but one which is broadly in line with other boards' entries for the same subjects.

DR J M KINGDON
Head of research
University of London
School Examinations Board
30 Russell Square
London WC1R 4EJ



LETTERS

Shades of meaning

Sir - The use of "moderate" to describe the learning difficulties of those children who attend schools formerly designated ESN(M) bothers me a great deal. I think it is inaccurate and misleading.

Working from the *Concise OED* definition of "avoiding extremes" it is an inappropriate term for such children (less than 20 per cent of the school population). Further, it does not accord with the definition given in the Education Act 1981 that they should have a significantly greater difficulty in learning than the majority of children of their age. In my view, many children may be said to have a learning difficulty of one sort or another and the description "moderate" gives the impression of "low average attainments".

I am unable to find any usage of moderate that is consistent with the meaning implicit in the term "moderate learning difficulties". If, for example, the weather forecast talks of a moderate wind, it means a good day to dry the washing. It does not mean a strong wind, very strong wind, gale, storm or hurricane.

As an educational psychologist and graduate in modern languages I have used "considerable" to denote serious educational difficulties. However, this is not part of the current terminology, and its use on the Statement, though not in Appendix E, has been overruled locally.

I would urge colleagues to think again. It is extraordinary that administrators and professionals in education have not brought to the concept of learning difficulties as much linguistic precision as the general public has to the weather.

JOHN MATHIESON
61 Queen Anne's Grove
Ealing
London W5

Inflexible BEd

Sir - As a prospective teacher I have been dealt some very heavy and disorientating blows over the past few months. I'm beginning my second year as a BEd student (feeling angry and uncertain).

The reactionary national curriculum, the horror of Hungerford, the moral panic over child abuse and the dangerous influence of the "youth market culture" all demand the immediate attention of BEd students and their tutors. But are these prospective educators and actual educators really attending to these issues and highlighting the difficult connections between them?

I feel that the BEd programme should facilitate and encourage debate and understanding of these issues. The completion of pretty curriculum files and the construction of mobility can surely be made to wait. Instead, courses on media education and the uncomfortable subject of childhood

Record rights

Sir - We at this school can vouch for the wisdom of giving parents a right of access to records on their children ("Anger over plan to let governors control records", TES, October 9).

We have, however, gone a step further and taken the initiative in providing photocopies of our internal end-of-year records as a basis for discussion. We did not charge - but we did make a stipulation: No copy of record without an appointment to talk about it.

The result was that only 4 out of 320 families did not meet with the teacher of their child at the end of the school year.

Primary micros

Sir - After reading the article "Programming inequality" (TES, October 2), I felt that more emphasis should have been placed on microcomputers in the primary classroom. With the recent spread of microcomputers in the home as well as the classroom, they have shown their potential in improving the education of school children of all ages and in most areas of the curriculum.

Instead of highlighting the inequality of the sexes when using computers at secondary level, why did the article not concentrate on combating the inequality at the earliest possible stage, where the gender role is established? It is not so well established? Evidence suggests that many gender roles are learned during early development. Therefore, it seems that if children were introduced to computers on

High/Scope needs time
to be evaluated

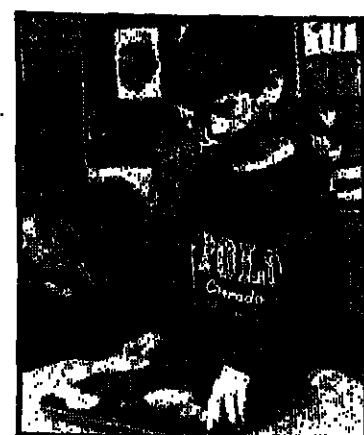
Sir - I read Virginia Makins' article on High/Scope (TES, October 2) with considerable sadness; the more so since only the previous evening I had listened with 250 others to a presentation by David Weikart himself.

May I reassure the lecturers from Froebel and London University Institute that High/Scope is not in competition with their philosophies nor in their recruitment for in-service students. I am a Margaret McMillan disciple myself, but I hope I have learned through long experience of working with young children and with those concerned with the development of the Early Years to appreciate that there can be no room for complacency.

There is no panacea for the type and content of provision for the Early Years. It is worth remembering it is only in the last decade that nursery doors have been opened to parents, although the McMillan sisters were pioneering the idea more than 70 years ago.

Educators must keep an open and thoughtful mind on developments, especially on what would appear to be good effective practice born out by longitudinal research. If such practice not only ensures full intellectual development but in addition enhances the development of the whole person, then we cannot ignore it.

The High/Scope Philosophy is not some new package recently arrived on the scene. I have been following the progress of this research for a number of years.



No panacea for Early Years provision

It is essential that before criticizing or applauding any development one must take time and interest to evaluate it thoroughly oneself. This is what we intend to do in Hounslow, involving enthusiastic experienced staff.

What we have discovered in our probing so far is the following:

- a The underlying philosophy is not new to good practitioners.
- b What it does offer, however, are adaptable ideas for a framework within which children and adults may negotiate together within a child-centred environment.
- c Children are encouraged to think ahead, to make decisions, to enter into problem-solving situations through "play" or "work", which

ever term one chooses; and most important become confident in the knowledge that someone will have time and be interested to hear how the activity progressed.

d It offers enrichment and extension to existing good practice.

Equally important, however, is the enthusiasm that can be generated through bringing together highly motivated and dedicated staff teams, several members of whom have had basic Froebel training as a background, to evaluate High/Scope and to re-examine their own practice. After attending a one-week residential evaluation course, our teams have returned to their classrooms full of enthusiasm to refine and extend existing excellent nursery practice.

Of course, good philosophical ideas are open to misinterpretation. How often have we seen the laissez-faire approach to supposedly child-centred learning resulting in chaos in the classroom, or the carefully contrived curriculum where children move to a teacher-directed activity - and perform according to adult expectation?

I am confident that those enthusiastic teachers and nursery nurses in Avon and Hounslow who are exploring the High/Scope curriculum will find it easier to relate to David Weikart's openness and enthusiasm, than to the defensive stance of his critics.

BETTY LUPTON
Primary Adviser Early Years
London Borough of Hounslow

People factor

Sir - The doubts expressed in Virginia Makins' article about the High/Scope curriculum are shared by some of us who are trying to implement aspects of the programme in nursery schools. I feel that the problem lies, perhaps, not with the programme itself, but with some of its practitioners.

To concentrate on particular aspects of the methodology, such as the "plan, do, review" sequence, or on a rigid interpretation of the structure of the day, surely misses the point. Devices such as these which support the principles underlying the programme are by no means a "be-all" in themselves.

The basic tenets of a system based on real experiences, self-initiated learning, and the respect which sees children as the principal dynamic force in their own development, is surely espoused by many pre-school practitioners. What High/Scope seems to offer, is a more thought-through approach to these principles. It is, perhaps, midway between a highly structured teacher-directed approach, and a kind of woolly liberalism which can veer between *laissez-faire* on the one hand, and a "manners and morals" approach on the other.

In this climate, really good nursery practice depends on the individual skills, perceptions, and sensitivities of its practitioners. It seems hard to discern a consensus on how current research can, and should, be reflected in practice.

It would be a pity if the High/Scope methodology was judged by the performance of those who do not fully understand it. Any system is only as good as those who work within it.

Mrs M A BEATTIE
Walcroft Nursery
Shields Road
Newcastle on Tyne

Special reforms

Sir - As I was not called to speak in the education debate at the Conservative Party Conference, I would be grateful if you would publish my letter because special education was not mentioned at all (either by delegates or the Minister).

The resolution at the conference mentioned "all children benefiting from a sound state education". As the chairman of governors of a special school, I would like to draw attention to pupils with special needs. (That is, the mental and physically handicapped and those children with behavioural and learning difficulties).

The Warnock philosophy of children with special needs receiving the ordinary curriculum plus extra help was accepted under the 1981 Education Act. I wonder what the Government intends to do about the children for whom Warnock became a lifeline. Or is the philosophy to be abandoned? In paragraph 40 of the New Curriculum 5-16 document, mention is made of exclusion and exemption (a very negative concept). There is no apparent positive policy for our group of pupils.

If local education authorities are in future to allocate funds to schools on a per capita basis, I am concerned that the additional costs based on individual requirements for pupils with special needs seems to lack recognition. Two per cent of these pupils are in special schools, but at any one time 18 per cent are in ordinary schools. How is the position of special needs pupils in grant maintained schools to be safeguarded?

As a former teacher, in a special school, I wonder how relevant the testing of our pupils four times in their school career is? It could be most distressing for parents and pupils to have their attainments published and a "below normal" label attached to them.

I would ask all concerned in the great education reform debate to consider these issues and allay the worries of the most vulnerable members of our society.

Mrs S H CAWTHRA
"Longmynd"
19 Brookdale Road
Bramhall
Cheshire



Exchange rates

Sir - I was interested to hear that Kenneth Baker has reached the conclusion that teacher exchanges with the United States could be of value.

I took a teacher exchange in 1961/62 to the US and would advise any teacher thinking of doing the same to examine carefully the terms and conditions of the exchange. I received a grant but my total salary for the year was still only about half of that which the American teacher received. This condition applied to British teachers only; exchange teachers from all other countries received the same salaries as their American counterparts, which were paid by the US district for which they worked.

Many Americans thought the British teacher was unfairly treated and would have liked to have contributed to the British teacher's salary, but were not allowed to do so. No explanation was ever offered for this condition. A

recent enquiry confirmed that it still seems to apply.

The teachers I suited - in as far as it suited any - were the single teachers. It was usually almost impossible for the average married man with a family to take an exchange.

If Mr Baker really wants to encourage teacher exchanges, he will, of course, ensure that the British teacher is offered reasonable financial conditions. If he does not do this, is he really interested in encouraging teacher exchanges? While we had much to learn from the US, the American teachers agreed that they had just as much to learn from us.

In any case, why stop at the US? Has Mr Baker considered facilitating exchanges with other countries such as West Germany, France and Scandinavia? Or even with the Soviet Union and the Eastern Bloc countries?

JOHN CLAPPERTON
2 Pearce Grove
Edinburgh

American way

Sir - All who are interested in, and involved with, the exchange of teachers between the UK and the US were delighted to read of the Secretary of State's suggestion that more teachers should be recruited to go to the US to study the way in which they are tackling some of our mutual educational problems.

As your readers may know, the exchange scheme between the UK and the US has existed since before the

Second World War and still flourishes today. I know from personal experience how stimulating and enriching such an exchange can be and hope that even more teachers will consider such an exchange. Those who are interested should contact the Central Bureau, Seymour Mews House, London W1H 9PB.

JOAN CAMP
Chairman
UK/US Teacher Exchange Committee
9 Watlington Court
Great Munden
Bucks

Letters for publication should be typed on one side of the paper only. The Editor reserves the right to cut or amend letters.

FEATURES

Nothing but the best will do

On the wall of David Hughes's office at Red Lodge School, in Southampton is a prized possession: Alvin Ball's gold winners medal from the 1966 World Cup. It has been there some time - on permanent loan from the footballer turned manager, who has more or less "adopted" the 12 to 16 school for children with moderate learning difficulties.

Other trophies adorn the head's office and the walls of the school: Peter Shilton's goalkeeper's jersey from the ill-fated world cup semi-final against Argentina; signed footballs; photographs of world cricketing celebrities having a knock-out with the pupils on the playground; and well-known actors - including George Cole (*Arfur Daley in Minder*) on a friendly tour of inspection.

At the moment, pride of place is given to a cricket bat signed by the complete Nottingham team, who won the NatWest trophy this year. "I should get £500 for that," says Hughes, confidently. "That'll pay for 10 holidays abroad next year... I'll take it to Round Table, Rotary, I'll play one off against another and the money will be there. Someone will buy it for £100, then, maybe after they've had a few drinks they'll say 'put it back in - raffle it'."

Hughes could be regarded as a bit of an Arfur Daley, transferred to an educational setting. "I just like to go out and get the best for these children. They deserve the best, so I just go out and get it for them," he says. "The best" is his catchphrase. The school boasts a brand new sports hall, minibus, a birthday present (minimum value £1) for every pupil, regular heavily-subsidized holidays in England and abroad for all, and an enviable well-kept building, with fresh paint, carpets, flowers and murals.

It is clear that the facilities have cost far more than would be provided by the local authority for a special school serving 150 children. But Hughes will not be drawn on the amount raised by him and the amount provided by the education authority. Like Arfur, he knows the tactical value of silence. Also like Arfur, he understands that where money is concerned, an unorthodox approach is sometimes best. On big purchases like the sports hall (a bargain £46,000, with £5,000 from the L.E.A.) and the minibus he orders first and raises the money second.

'They deserve the best, so I just go out and get it for them'

Jumble sales? Coffee mornings? Guess the weight of the headteacher? Hughes does not bother with such small ideas. His first fund-raising project is a case in point. A local landlord put Hughes in touch with the Glenfiddich whisky distillery, who offered a large quantity of the product as a raffle prize. Three months later, after a (heavily-publicized) sponsored hitch-hike to Scotland to pick up the whisky, and a large scale raffle, Red Lodge nearly had the £8,000 for a new bus. It also had a new governor - the pub landlord. The raffle winner - an ex-teacher - found out that the bus fund was short of £356, and promptly wrote a cheque for that amount. There are a number of people, who, having visited, simply give the school money.

Hughes confesses that he enjoys the fund raising, although he stresses that staff are never pressed to join in. Some do, some do not. He knows that schools for more visibly disadvantaged children have two head starts where fund raising is concerned: easy sympathy and a larger number of parents who are ready and willing to get stuck in. For many of the Red Lodge children, the parents are the problem. Finding a parent governor for Red Lodge can be a tricky business.

The school's high local publicity profile has other, non-financial benefits. It brings kudos rather than stigma. For the children, contact with celebrities means an increase in self-esteem. For the visitor, of which there are many, it means an increased understanding of a largely uncelebrated corner of special education.

Hughes came into education at 30, having started a career in banking. His devotion to hockey led him to coaching in a bursar. He began to do voluntary work in an approved school. "I couldn't understand what the problem was with dealing with these children," he remembers. Eventually he left banking, took a teaching course, with the sole object of teaching what was then known as "maladjusted" children, and started work in schools for the maladjusted, where he was horrified by what he saw. "The children weren't getting what they needed, they were being sold short." They were also being beaten. "I was naive. I thought 'special education' - special people. I was wrong."

With the Government proposing to make schools responsible for their own finances, Nick Baker meets a headteacher who sees fundraising as part of his professional duty; and Virginia Makins (opposite) talks to another who left the state system for just that kind of independence.



David Hughes (below) splashed out on the sports hall before he'd raised the money



Red Lodge is an escape from the impersonal big school



Ten years later, special circumstances gained him the headship at Red Lodge. Pitted against what he saw as strong competition at interview, he decided he liked the school, from what he saw of it on a visit during the morning of the interview. He asked a girl in a cookery class for a rock cake. They were not ready. Later in the morning, the girl brought him out with the requested cake. He thanked her politely and slipped it in his pocket. Back at the education offices for the formal interviews in the afternoon, he was asked the inevitable question: Why do you want this headship? He took the rock cake out of his pocket and placed it on the table in front of the distinguished panel, like a lawyer producing exhibit A. He got the job without recourse to jargon, which he hates.

He also hates labels - knowing that stigma can attach itself to any euphemism. He came into the profession just as "mental defective" was going out, but he still has had a list of successors of various descriptions. "I've looked maladjusted up, Mr Hughes," one boy said to him at a previous school. "They call me it, so I'm going to act it." Hughes hated "educationally subnormal", does not think "moderate learning difficulties" is adequate to describe the sort of urban children at his school and can only just about live with "special needs".

The tranquil atmosphere of the school belies the fact that its pupils may be the victims of sexual abuse and other forms of physical and mental "abuse". Some children find it difficult to deal with the big competitions. According to

some staff, a handful of children have problems created by the mainstream system itself.

Not so 14-year-old Dennis: "I was a bit abusive of the teachers and backwards at my work," he explains frankly. Dennis (not his real name) says he used to wet himself and fly into tantrums. His teacher later says that his stepfather, who brought his natural son into the family, disregards Dennis and has even stolen from him to give to his half-brother.

"After a load of schools, I came here," says Dennis, who confesses that, having fallen into a swimming pool when he was a toddler, he used to be terrified of water. After two years at Red Lodge, he is just about to try for a gold swimming award. What is the Red Lodge secret? Dennis says: "Just the teachers. They're really patient. The others try and be nice to you, but they can't always."

Dennis's problems are far from extreme. One pupil has 16 siblings. Another huge family simply arrived from the north at a Southampton DHSS office and more or less said "look after us". Hughes, and other members of staff, as well as the EWO make home visits that can appeal them. Occasionally an unwanted visit from a violent or drunken parent has to be dealt with. "Our children are the most vulnerable in society. When people take PE or swimming, we're not consciously looking at the child, but you're somehow aware. If you notice bruises, you follow it up," says second deputy Ros McCarthy.

On the day of my visit, there were no visible incidents, although more than one member of the 15 staff confessed that they wished there had been, so I could see how they were dealt with. Hughes operates no punishment sanction other than picking up litter. He picks up litter with the offenders. Many apologize for losing control.

On the other hand, there is no question of the staff being surrogate parents, compensating on an emotional level for what is missing at home. "Dangerous," says Hughes. The line between personal, friendly attention and professional responsibility is finely drawn at the school. The school's quiet and warm atmosphere belies the fact that it is the scene of struggle of all sorts - mainly with English and maths. Leavers with a reading age of six are not uncommon. Jennifer Cox, a teacher at Red Lodge, explains that a lot of

'We all know that the children are more important than our principles'

one-to-one work has to go on, with constant emphasis on the child's view of him or herself as important.

How do the staff feel about the amount of fund raising? "We all think we shouldn't have to do it," says Jennifer Cox. "But we all know that the children are more important than our principles." The same feelings were applied to the teachers' dispute.

Most of the staff started their career in mainstream education, but it would be wrong to regard Red Lodge as an escape: "If you were finding mainstream hard because of discipline, you'll find it hard here," says Ms Cox. "It is an escape from the impersonal world of the big school... It's selfish really. We get rewards from relationships." On the other hand, the staff agree that opportunities for the professional rewards of promotion and status do not exist.

For ex-pupils, prospects are good. In the fifth year, they start "independence training" - getting used to being self-reliant in the outside world. There's plenty of opportunity for work experience too, with long-term employer-school relationships steered by what Terry Purse, head of fifth year, calls "ego boosting" of those who offer placements. A lot of them prefer Red Lodge pupils to other fifth-formers: "They're very amenable," explains Purse. "They're prepared to do menial tasks, and they don't go in with fantastic expectations."

Most go into special tertiary education, or, less successfully, into a Youth Training Scheme. About three quarters go on to a steady job. Nobody tells them their life outside school will be easy, and some return quite regularly to Red Lodge for a boost. The Red Lodge Youth Club provides weekly social sessions for ex-pupils. Some of its members are well into their thirties.

Hughes knows that much of the school's success is linked with its comparative wealth, but he will not enter into a conversation about the rights and wrongs of fund raising on such a large scale. "They need holidays, they need a sports hall, they need a minibus. I see it as essential to me doing my job." As Arfur might say, you don't get nuffink for nuffink.

FEATURES

On our own

I don't feel I left the state system - it left me," says John Crook, who in 1984 gave up a deputy headship at Heston, a large West London comprehensive, to run Halliford, a small private school for 300 boys, in Shepperton, Surrey.

"State education has been hijacked by the Government. For 20 years I was a firm advocate of state education and comprehensive education. That's changed because of the unholy alliance between Left and Right, which has allowed both to intervene in schools, bringing utilitarianism or subversion."

Earlier, he says, it was the teachers who hijacked education, introducing curriculum experiments without ever bothering to get the consent or understanding of parents.

"By 1977, Heston was a smothering school and beginning to respond to its clientele. We were taking account of the Taylor report and developing a partnership with parents, but then we started being told what to teach by central and local Government. There was a marked deterioration in 1981-83, when we seemed to lose control of the school."

"We were forced to abandon CEE Mode Three, which suited our pupils, and go for the narrow City and Guilds course. TVEI might have made some sense if we had full employment - as it is, it gives teachers the power to decide who are going to be tomorrow's migrant workforce. Once a child is branded with that idea of himself, that's it. Teachers should not have that power."

John Crook is ebullient, outspoken and, once he had taken the leap across the great state-private divide, happy as can be. Before he came to Halliford, it was seen mainly as a school for boys who failed the entrance exams of more illustrious places. The school has no endowments, and its fees are low by London boys' school standards (£700 a term) but that still brings in twice as much as is spent on a secondary place in local schools. The pupil-teacher ratio is 13.5 to one.

The school has clearly gained a lot from his experience in the state sector. A new option system ensures all boys take nine GCSE subjects, covering a balanced curriculum including a practical or creative subject, as well as doing games, some religious education and careers.

At Heston, Crook had the job of making work a sixth-form consortium with another school, devising a joint timetable. At Halliford, he has



(Left to right) Norman Baker, chairman of governors, Wendy Simmonds, bursar, and headteacher John Crook

started a consortium with a local private girls' school - again with a joint timetable - bringing to Halliford the benefits of wider choice and working with girls.

Many private schools keep teachers' salaries in their top secret files, but he has brought in a clear, open structure. All teachers get paid a basic amount (top of Burnham Scale one, plus outer London allowance, plus a "Halliford allowance" of £1,000). To go above that, they have to apply to a governors' promotions committee. Applications are judged on three factors - classroom practice, which is formally observed, contribution to school life and examination results.

Because the school is so small, John Crook sees no need for head of department posts. "They only create blockages in the salary structure. Even in big schools you ought to be able to thrash out policy with elected chairmen of departments." All teachers teach 32 periods, except for the head, who teaches 20.

Every pupil's progress is reviewed twice a term at meetings of the whole staff. Buildings have been modernized, and a new £200,000 block for art and craft, design and technology has just opened. It was paid for by "careful stewardship" without any special appeal fund.

The changes seem to have worked. Halliford has stayed with two forms of entry - but applications have doubled, it now has a waiting list, and its sixth form is growing rapidly. When he

came, there were 11 boys in the sixth form, retaking O levels then leaving as soon as possible. Now there are 40, taking mostly A levels. Sixth-formers said the school had much changed since they first came. "It's more intelligent", one said. "If it wasn't, we wouldn't be here."

John Crook doesn't miss the services provided by local education authorities. "We have no advisers, and no need for them. Advisers can be dangerous, they have privilege without responsibility." There are plenty of in-service courses available for teachers. Special needs can often be catered for without special expertise, since in a small school it is so much easier to monitor progress carefully. When necessary, there is access to a nearby private dyslexia centre.

He believes the small size of the school has a lot to do with its success, but that its independence is the key factor. The private school triumvirate of chairman of governors, head and bursar, gives a head enormous scope. The bursar, Wendy Simmonds, is there to look after fees, buildings maintenance, non-teaching staff, day to day crises such as blocked drains and powercuts, and also in her capacity as company secretary, to make sure that new initiatives have been thought through. "If you're going to fly kites, you need someone to hold the strings," she says.

The present chairman of governors, Norman Baker, was until recently deputy chairman of Taylor Woodrow. He devotes much time to the school, keeping not only in close touch with the

head but taking care to involve other governors in decisions. "We're not experienced in education as such - we leave the curriculum to the head," he said. "We rely on him to bring to our attention the things he believes are our business."

John Crook is delighted that he doesn't have to bother with the national curriculum. He says it would be impossible to run a school when heads have to apply dictates from above, regarding what is taught and how many hours teachers work. His deputy, John Mitchell, said: "We have immense discretion, we're not bound by rules."

The school has not taken up assisted places because of the administrative complications and, more seriously, the chance that they might be withdrawn. Even if "opting in" to the state sector became a possibility, Norman Baker would not be interested. "We'd be anxious about any kind of dependence on Government assistance - if we can't stand on our own feet, we're not doing things right."

John Crook was more ambivalent. "What I'd like to run is an independent school where no one pays fees. But in those circumstances I would have an enormous amount of power to decide who comes and who doesn't. I might work the selection wonderfully well, with great probity and gravity, for four or five years. And then - well, I wonder?"

Virginia Makins

Consumer rights?

The views of children have been overlooked yet again, Peter Newell argues

Al the Government's reforms proposed in the name of the consumer leave one group out in the cold: the primary consumers of schooling are not parents, nor employers, but pupils. Yet new legislation, far from providing more choice and control for them, significantly curbs the very limited rights they currently have.

It is in this unfriendly context that the Children's Legal Centre this week publishes an *Education Rights Handbook* - an advisers' guide to the legal rights of school pupils. The purpose is not merely to answer the questions which pupils might ask today as parents, teachers and other advisers about their educational rights; the centre is seeking to promote the perspective of school pupils, in the hope that the education world (and even the Government) will start to provide an effective voice for those the education system is intended to serve.

Last year's major Education Act prohibits anyone under 18 serving as a school governor, allows governing bodies a veto on pupils' rights to receive sex education, and places new restrictions on political discussion and activity in school. And while it insists that those framing the school

curriculum must take note of any comments from the "chief officer of police for the area", it and previous education acts make no mention whatsoever of consulting the pupils.

The only school pupils who do have a right to be formally consulted about education decisions (and indeed any other decisions that affect their lives) are those who are in the care of a local authority. For child care legislation, unlike education legislation, recognizes that children are people with views and wishes that should be taken into account - "having regard to their age and understanding". So the local authority "parents" of children in care must ensure that they are adequately involved in decision-making.

On other issues too, the Department of Health and Social Security, with its social services and child care responsibilities, takes a far more enlightened view of children's rights than the Department of Education and Science. On access to personal records, a DHSS circular in 1983 advised that requests from children in care to see their social work files should be treated in the same way as requests from adults - and that children's views should be taken into account before the files on them are shown to their parents. In contrast, the DES's recent consultation paper proposes that for pupils under 18, it should be their parents and not the children themselves who would have the right to see school records.

In October 1985, the House of Lords confirmed, in its judgment in the Gillick case, that provided a child has the "understanding and intelligence" necessary to grasp the implications of a particular decision, he or she has the legal right to make it, unless, of course, there is a right to make it, unless, of course, there is a specific law setting down a particular age for a particular type of decision as in the various ages of consent for different forms of sexual activity. The DES view of school students - a reflection of the general principle that children should be

seen and not heard - was well illustrated in a letter that the Children's Legal Centre received last year. While the Education Bill was being debated in Parliament, the Centre had written to protest that proposed appeal rights for parents against school expulsion denied the expelled pupil any direct rights at all, either to initiate an appeal or to be heard at it. The DES responded:

In general, the Education Acts have been drafted on the principle that parents are responsible for securing the education of pupils who are minors. All the rights and duties fall on the parent, not the pupil, and so it is appropriate that the parent should decide what, if any, representations are made to the appeal committee on his child's behalf. In addition, there are one or two difficulties that might arise if a pupil wrote or spoke on his own account; he might be immature, or inarticulate, or nervous. The fact that he had been expelled would be likely to reflect fairly severe behavioural problems, possibly originating in family tensions, and thus his contribution to the debate might be confused or angry, or embarrassing to the parent.

Not the sort of reasons normally considered sufficient for denying due process and natural justice to anyone - except in the education system.

The fact is that parents and pupils do not necessarily see eye to eye on all education decisions, as the handbook acknowledges. In a section of advice on what to do when there are conflicts between children and their parents, it argues that if schools feel that the pupil rather than the parent is right about a particular decision - which exams to take for example - then they should follow the child's wishes.

School children, like everyone else in the UK, are protected by the European Convention on Human Rights and the machinery for enforcing it based in Strasbourg. The *Education Rights Handbook* contains a section detailing the articles of the general principle that children should be

the Convention relevant to school life, and suggesting some of the policies that might involve breaches of the Convention.

The Children's Legal Centre, through its advice service, deals with a depressing number of calls from young people and their parents indicating clear infringements of basic human rights - discrimination and segregation on grounds of language or culture, or of disability; bans on, for example, the wearing of CND badges in school; "For three years my headmaster has continually banned me from wearing my CND badge - yet badges in general are worn by other members of the school. Have I any rights in this matter?" a 16-year-old young woman wrote from Liverpool. Another youth was refused permission to start a CND group in his school.

In the United States, a 1969 Supreme Court judgment concerning the rights of students to wear black arm bands in protest at US involvement in Vietnam confirmed that schools should not be a no-go area for human rights; "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the school gate."

Nearer to home, the European Parliament passed a resolution in 1984 - backed by the UK - insisting that the school system must comply with the relevant provisions of the European Human Rights Convention.

If schools wish to avoid disaffection and disruption they would do well to check their aims and practices against the basic standards of the Convention, and also to ensure that students have an effective voice in education decisions.

The *Education Rights Handbook* is available from the Children's Legal Centre, 20 Coppen Terrace, London N1 2UN, price £3.50 including postage. Peter Newell works at the Centre.

FEATURE

Review

JAMES TELFER

ES BOOKS IN

Scenes from a life

Ronald Hayman on Kenneth Tynan's life, achievements and unfulfilled promise

The Life of Kenneth Tynan. By Kathleen Tynan. Weidenfeld £16.95. 0 297 79042 X

Kenneth Tynan was a beautiful man who could create beautiful phrases. He described Diane Cilento in *Tiger at the Gates* as "feetingly got up in what I can only describe as a Freudian slip", and he characterized Paul Rogers' Machbeth as "like the man who spoils a fancy-dress party by coming as a leper". Hedda Gabbler is "a locust at large in a grove of Pooters", while "the history of Catholicism shows that you can't make an omelette without breaking eggshells". When he was drama critic for the *Observer*, I used to open the paper more impatiently than I ever have since, but we lost him as a reviewer long before his premature death.

Like James Agate, the only other serious contender for acknowledgement as our best drama critic of this century, Tynan will be remembered, but he will not receive enough credit for his two greatest achievements. By writing frequently and enthusiastically about Brecht when his name was still unfamiliar, Tynan prepared the ground for the triumph achieved by the Berliner Ensemble on its first visit to London in 1956. But for him, Brecht's influence would not have spread so quickly and pervasively through our theatre. And though policy at the National is now quite different from what it was under Olivier, Tynan played an important - if invisible - role in shaping it during the first years of the theatre's existence, not only choosing plays but encouraging Olivier to use younger directors and actors who had proved themselves at the Royal Court. History will credit Olivier with what was achieved, but the power behind the throne was Tynan's.

It is questionable, though, whether he fulfilled either the promise shown during his brilliant career at Oxford, where he was regarded as a genius, or his potential as a writer. He will be remembered for his reviews and his revue, *Oh Calcutta!* His short biography of Alec Guinness and his book *Bull Fever* have almost been forgotten, and we shall never know how much potential he had as a director, though in Kathleen

"History will credit Olivier with what was achieved, but the power behind the throne was Tynan's."

Tynan's view, what he most needed to do at the beginning of the Seventies was direct. Instead he settled down to write an erotic screenplay, for Roman Polanski to direct. A great deal of his energy went into kinky sexual practices, into an ineffectual crusade for greater sexual freedom, and into ill-judged gestures, like dressing as Louise Brooks for an appearance at a party.

The story of his life is fascinating, partly because it encourages idle speculation about whether he would have used his talents differently if he had known from the beginning of adult life how little time lay ahead. It is tempting to think he might have devoted more of it to serious writing and less to having fun with rich, famous and beautiful people, but what would he have written? He might have done well, though, to read more.

Kathleen Tynan has produced a much better book than could possibly have been expected. After researching thoroughly and respectfully, she has written with skill, objectivity, wit and an admirable lack of sentimentality. From her tolerance of his relationships with other women, and from her narrative - obviously not a self-flattering one - about the pleasures they shared, it is clear he was lucky to have her as his wife, and this good luck has continued in having her as his biographer.

Ronald Hayman is the author of *British Theatre Since 1955* (Oxford University Press).



Young Muscovites engrossed in theatre



Art of the state

David Sulkin looks at contrasting attitudes to young people's theatre in Russia

Just after darkness fell over Moscow on the night of May 1, I found myself standing close to the Nabatnaya Tower on the Kremlin Wall waiting for the fireworks to begin. As the first glittering thunder-flash exploded over the river, a group of young people nearby screamed with delight and began chanting "Lenin lives... Lenin lives..."

In Soviet theatres the audiences are usually quite passive, and applaud in unison at the end of the show. On May night though, everyone seemed to be cheering wildly and out for a good time; and so it was with delight that I noticed that the young people were in fact brandishing a poster of John Lennon and chanting "Lennon lives... Lennon lives..." The Moscow Militia noticed too, cruised in, but left the youngsters alone to get on with the holiday.

This was my third trip to Moscow, and the first of several during which I'm going to look closely at theatres for young people. May night, for me, symbolized the winds of change in Russia. Young professional theatre people were able to voice opinions, hopes and dreams which they thought might have had to be firmly locked away until old age and beyond. Now the young people's theatre community is hoping that the warm political atmosphere will encourage new shoots of growth. Not only at professional level - new plays, more challenging material, a much freer choice of repertoire - but also ways in which young people themselves will be asked what they want to see on their stages.

In the USSR there are 58 professional young people's theatres including two musical theatres where opera and ballet are presented. They have been a feature of Soviet cultural life since 1917. Some way out from the centre of Moscow is the resplendent Children's Musical Theatre created by the powerful and determined Natalia Sats. It stands across from the vast Stalinist University building on the Lenin Hills, and at arm's length from the Moscow State Circus. Roxanna, Madam Sats' daughter, says "Visual beauty is so important. Before we came here we were in an old building. The children constantly spoil it. We were fed-up. Natalia said that the children must have the highest level of beauty around them. We couldn't understand. Coming here when the theatre was ready proved her point. This is a palace, and the children love it. It makes them believe differently."

Natalia Sats received her commissions from Lunacharsky himself, Lenin's first Minister of Education. The Natalia Sats Theatre is an exquisite blend of white/grey marble and sapphire blue carpet, fairy-tale sculptures, and an aviary full of little captive birds. The repertoire is sugary and old-fashioned. It presents opera and ballet for the young, including those in their late teens, plus regular symphony concerts. Natalia Sats' father, Ilya, wrote the music for the ballet *The Blue Bird*, which is designated the theatre's leading work. In the late 1930s Madame Sats found herself in a labour camp where her belief in the power of art (like *The Blue Bird*) kept her alive.

While playing her father's tunes on the grand piano in her office, Madame Sats has a miniature world of her own. She has a box decorated with a picture of Western pop music, and she has been inspired to do everything in the theatre

of music, and that children yearn for beauty too. "They are not interested in primitive music," she says. So 30,000-35,000 Moscow toddlers and teenagers a month are treated to works which Natalia Sats has designed for them over the past 65 years. Sometimes a fragile, paper-thin *Madam Butterfly* - "All people should be responsible for their deeds. He shouldn't have been so light about marriage," says the man playing Pinkerton - or Prokofiev's *Peter and the Wolf*, which Natalia Sats persuaded the composer to write, and in which she was the first narrator. Or sometimes Kipling's *Jungle Book*. Roxanna says that *Jungle Book* is contemporary and relevant. "It shows how humans ought to behave..." It shows the most beautiful of human feelings," she adds that she recently saw a very traditional production of Tchaikovsky's *Eugene Onegin*, and a modern *Romeo and Juliet*, "all webs and things, symbolizing the links between the lovers and their families. I suppose." It was the *Onegin* that she felt was the most truthful, proving that the established convention is more lasting than any new-fangled ideas.

Roxanna says that her mother, now well into her 80s, and overseeing every day-to-day decision in the theatre, has great intuition which her staff can't always understand. "Just like her vision of the beauty of this building... sometimes she'll have an idea, and we just can't see what she's getting at. It's when the idea comes to life on the stage that we see her genius. Here," she says proudly, "we don't always like the 'new'. 'New' often means simply 'fashionable'. Some people are so fond of fashion. We are looking for the solid development of art. We want to lead children to the feelings which are most important to us. We want truly to penetrate the soul. Rock music... it's just artificial. It beats down creativity."

Meanwhile, downtown at the Moscow Theatre for the Young Spectator, Henrietta Yanovskaya is taking quite a different tack. While the theatre is playing out its old repertoire, she is building her arsenal of new productions to blast on to the scene in the coming season. Yanovskaya has recently taken over as artistic director of MTSY, and in order to keep the company at work she is forced to maintain a programme of hopelessly out-of-date plays. You can see that when the school parties fairly run away at the end of the evening, away from the theatre, away from their teachers, and away from the sterile world. Yanovskaya has already sent out an advance guard. Her young comrade, Nina Subaireva, has directed a lively production of Stephen Poliakoff's 1976 play *City Sugar* (called *LB* for the Soviet audience).

No Soviet young person can really understand station and speak, live, on a programme. The girl-caller into the studio because he believes that she has a fresh and honest approach to life, works well for a Moscow audience. His disappointment in her also seems familiar as the Soviet young

personally cross-edited (for the show) and woven into Radio L B's output. (When a brief snatch from a track of a Beatles album was played the audience erupted into applause.)

Just before curtain up on *LB* one of the teaching staff employed at the theatre (generally referred to by the actors as the "policemen") berated three little girls of about eight or nine years old. "Why are you here?" she said. "This play isn't for children of your age. You won't enjoy it and you won't understand it. It's quite unsuitable." Is there any better technique for whetting the appetite for a play or a film than being told that you'll hate it? The little girls were confused. "Our teacher brought us from school" whispered one, while the others looked at their hands in their laps. "Well" said the theatre teacher, "you shouldn't be here!" Then the house lights faded, and the banks of loudspeakers burst into life. It was too late. The little girls did see the unsuitable play.

When Yanovskaya heard this story she took a big drag on her cigarette, exhaled, and smiled. "Everyone in this theatre's got to change. Some of the staff, teachers too, aren't eager for change. I have much to do. I can't build Rome in a day. The most important thing though is to run this theatre for people who want to be here. Staff and young people. We have to stop issuing tickets through the schools. Teachers don't value them, so kids don't value them. We want people to come with their kids because they've heard the show is good, and they want to see it. It's going to be a battle." When I asked if it is a battle she is going to win, she replied, "I don't start fighting if I'm not going to win."

"I don't want to decide too far in advance what I'm going to do. That's no good. I want to be passionate about my material, and I want it to be relevant." Her first production, which opened recently is an adaptation of a Bulgakov story *The Heart of the Dog*.

News of the Bulgakov had already sent shivers of excitement through the theatre-going crowd in Moscow. *The Heart of the Dog* has only recently become available. Chervinsky, the dramatist adapting the story, thinks that it's time to pay off old debts, to show young people their roots, and to help them engage with modern issues - to evaluate the wrongs of the past.

One of the staff at the MTSY said that at a recent special meeting with young people of the sort who don't normally go to the theatre, one boy said that he felt like a member of a lost generation. His grandfather had believed in the Great Patriotic War; but he had nothing to believe in. It's this feeling with which Yanovskaya wants to grapple. She wants to do it through writers like Bulgakov, Pasternak and Platonov, and to commission relevant new plays that the whole community will want to see. "A new moral atmosphere," she calls it.

David Sulkin is director of the Baylis Programme of English National Opera, and, formerly, the director of the Royal Court Young People's Theatre.

Enigmatic Jane

Jane Austen: Her Life. By Park Honan. Weidenfeld and Nicholson £16.95. 0 297 792172.

The biographer of Browning and Arnold, Professor Honan, moves to a different period and a female subject with *Jane Austen: Her Life*. This study, one of his finest, assimilates the family documents which have come to light since *W and R A Austen-Leigh* published their *Life and Letters* in 1913. Jane Austen, shy woman, flirt and savage wit - "I was as civil to them as their bad breath would allow me" - emerges, perhaps, as no less enigmatic than before; but the intricate network of family and social connections which made it possible for the Austens both to cling to the coat-tails of the gentry and to regard - and use - their social connections with some pride in spite of the rampant poverty, are disclosed in all their complexity. In particular Professor Honan relates the national and international politics, of which the Austens were acutely aware as a naval family, to the details of their lives as no one has done before. Jane Austen was a war-time novelist, living through American, Revolutionary and Napoleonic wars.

New material introduces an element of racism and scandal and makes one aware how carefully the novels mediate such things. Frank, the brother who became Admiral of the Fleet, was concerned in secret operations for the East India Company involving international theft, as a young officer. The cousin, Eliza de la Harpe, possibly the illegitimate daughter of Warren Hastings, widow of a guillotined French aristocrat, scintillates here with subversive vivacity: "the most effectual mode of getting rid of temptation is to give way to it." The terrors of the French Revolution and the colonial implications of the wars impinge sharply on the novels.

Jane Austen's uneventful life is effectively described in phases of two to four years, interwoven with the vicissitudes of family and war. This enables Professor Honan to bring the giddiness of fashionable Nelson worship, the deaths of sailors from flugging and tuberculosis as much as from shot, into extraordinary relationship with social life in Bath. It also enables him to demonstrate that Jane Austen lived at a time of chaotic transition, in which an aristocratic and agrarian life was being displaced by a new bourgeois commercialism, as stable values were eroded by the wars.

This biography brings us a long way from the soothing Jane Austen Winston Churchill read as a palliative during the Second World War. However, Professor Honan reads Jane Austen as an essentially Tory writer, committed to the Tory values of "reason, dignity and moral responsibility" (page 58), redeeming the novel from Whiggish individualism and exploring the extent to which liberty is consistent with a stable class structure, a state church, a limited democracy. Yet on his own showing Jane Austen's uneasy social position and her status as a woman suggests that he could have pressed harder for a stronger element of critique in the novels. "Beneath these feelings were despair, violence and anarchy that would overthrow the complacencies..." of a society that gave women fixed roles" (page 126), he writes, but does not fully pursue these implications.

As a frequently subtle analysis of the novels unfolds one wants to push the political implications much further. There are strains and contradictions in Tory values which the novels recognize with crystal accuracy. The estate of *Mansfield Park*, for instance, the place of ethical rectitude, is built on slave labour and the nabob-plundered resources of sugar plantations. Fanny Price, as a dispossessed female relative, suffers a parallel exploitation.

Dark road to freedom

Crossing the Line: A Year in the Land of Apartheid. By William Finnegan. Hamish Hamilton £14.95. 0 241 12339 9

A Tough Tale. By Mongane Wally Serote. Knapton Books £3.00. 0 904759 80 6

My Fight Against Apartheid. By Michael Dingake. Knapton Books £5.00. 0 907759 82 2

Escape from Pretoria. By Tim Jenkin. Knapton Books £10.00. 0 904759 78 4

£3.00. 0 904759 77 6

Kaffir Boy. Growing out of Apartheid. By Mark Mathabane. Knapton Books £3.50. 0 330 29709 0

With increasing talk of Britain moving into apartheid in education, *Crossing the Line* is instructive. In 1980, William Finnegan, a young Californian with a primary interest in surfing and being out of the US, moved almost by chance from South Asia to South Africa. Running out of money, he picked up a job teaching in a school for students designated "coloured". Set in the barren Cape Flats - euphemistically called Grassy Park - the school was for black students, an education. A three-month student boycott of normal classes provided some of it. He records with singular honesty the process of self-scrutiny as his liberal hopes and ideas are constantly tested against the reality of apartheid structures. Soiling far higher standards for his generation, the custom, ignoring the national curriculum with its endemic racism, and cunningly managing to set his own end-of-year exam along with students were finally laid low when he was told their 90 per cent pass rate was unacceptable. The system has facilities for only 50 per cent to be promoted.

Finnegan's strength is his recognition that as an outsider he is merely seeing part of the picture and is liable to misinterpret. Hence he includes many dialogues with insiders, the most telling of these being with the Marxist teacher, Nelson and the sharp-minded activist, Mattie, whom he

accompanies hitchhiking across the massive breadth of South Africa on one of his trips to keep links with other students. Although Finnegan is never frosty to the students' political discussions and has much foreboding about their "long, dark, difficult road", he nevertheless creates a vivid picture of the tremendous courage and determination of those like Mattie who continue to take on the might of the totalitarian state.

The road of struggle, the "journey home" for some, unwinds with almost tactile imagery in Mongane Wally Serote's poem *A Tough Tale*. It is one of three literary offerings from Knapton Books, a new publishing venture from the International Defence and Aid Fund for Southern Africa, well-known for its research documents. Knapton seems set to give outsiders a chance to listen to voices from the inside, its first three authors writing from experiences within the African National Congress. Serote's poetry conjures up not only the physical landscape, but the landscape of apartheid, where "the footprints of apartheid" are "left in the footprints". Yet despite the horrors - indeed to overcome them - "It is a tale that mounts on stubborn hope". The two other works, Michael Dingake's *My Fight Against Apartheid* and Tim Jenkin's *Escape from Pretoria*, are both autobiographical. Dingake takes us from childhood in Botswana to initiation into the ANC 1950's passive resistance struggles, to the underground through Sharpeville. Travelling through UDI Rhodesia on a Bechuanaland passport, as a British subject, he was kidnapped by Smith's police and handed over to South Africa. Tortured, charged with sabotage, and sentenced to 15 years on Robben Island, he joined Mandela and others in continuing resistance from within prison. Jenkin's story, beginning with his conscription at 21 from a white regiment, follows his subsequent perspective, follows ANC pamphleteering - often through the surprising (and perhaps unconvincing) lead foot 12 year sentence. With

two comrades in the white section of Pretoria Central Prison, a daring escape plan was finally accomplished. As with Dingake, Jenkin emerges strengthened, not diminished, by prison.

In *Kaffir Boy*, *Growing out of Apartheid*, Mark Mathabane makes a rather different kind of escape. His autobiography up to the age of 18 is a compelling view of the bitter struggle for survival inside Alexandra, the enclosed black ghetto next to Johannesburg's rich white northern suburbs. Recalling the intensity of childhood responses to continual police raids and constant degradation, he records not only the mass rebellion of students in 1976, but the variety of human strategies for everyday survival. The book is alive with characters and conversations, revealing growing contradictions for him. Finding an outlet in tennis and, despite all obstacles, becoming the first black player allowed into an all-white junior tennis squad, the book ends with his mixed feelings at leaving home and family to pursue a tennis scholarship in America, to him the "Promised Land". Perhaps in view of America's own harsh history of racism and involvement in Southern Africa, Mathabane will be writing a further autobiography in the future.

Beverly Naidoo

Beverly Naidoo teaches special needs in Dorset. Her most recent book is *Journey to Jo'burg: winner of The Other Award (Knockout)*, published by Longman and Fontana Young Lions (£1.95). Her anthology of poetry and prose for GCSE, *Free As I Know*, is to be published by Bell and Hyman in November.

Dr Harold Silver was described in the issue of October 9 as principal of Bulmershe College of Higher Education, Reading. In fact, the principal of Bulmershe College is Mr. Brian Palmer. Dr Silver, the former principal, is a full-time researcher and consultant.

BOOKS



Frontispiece from Century Hutchinson's reprint of James Austen Leigh's memoir of his aunt Jane, which has been out of print since 1926. This edition includes the cancelled chapter from Persuasion, Jane's letters and an introduction by Fay Weldon. £4.95

Her brother William is being trained to sustain a navy whose job it was to protect British colonial and commercial power - partly what the French wars were about. Where Jane Austen wrote with sisterly triumph that Frank was "made", the novels tell a rather different story.

Similarly, there is more of a quarrel in the novel between Hannah Moore's understanding of women's duties and Mary Wollstonecraft's attack on them than is ever suggested in this biography. Professor Honan is well aware that, in the present state of feminist criticism, to write the life of a woman novelist is a delicate matter. Much of the time he succeeds, and the mass of

new material in this biography will make it indispensable to Jane Austen scholars of different critical interests. But how appropriate is it to begin the biography of an extraordinary woman writer with a miniature life of her brother, the forgotten Admiral of the Fleet? Of course, this demonstrates that she knew the violent male world of war. But does this not give predominance to the violence her novels subvert and challenge? Jane Austen surely deserves to be in at the start of a major biography devoted to her.

Isobel Armstrong

Isobel Armstrong is Professor of English at Southampton University.

lingo

Boobs

Time to look into the little black book again, and see what has been collected under Boobs. I mean the ones whose name is possibly derived from Spanish *bobo*, a dolt, not the other sort.

John Fume stated that Enoch Powell, for most of this century, had presented himself as the upholder of the sovereignty of Parliament but, and here he fluffed his punctuation: "He abandoned that today ABJECTIVE-LY." Gerry, now Lord Pitt, said that foreigners were going to make a BOMBHELL out of selling royal T-shirts.

Two speakers tried to rescue themselves, realizing that they had lapsed. One was the late David Penhaligon, and it is no disrespect to quote such a jolly man. He was speaking of nuclear waste on *Any Questions*, and referred to its "VERIFICATION" - no, that's not the right word - GLASSIFICATION. Ooops. The other was André Previn: "The Government is DISINTERESTED (slight pause), both uninterested and disinterested in the arts". There was a man trying to have it both ways, and having it neither.

Someone whose name I missed said that he "would feel CONSTRAINED to argue with Tutu, because he is on the spot." Maybe the name was Malaprop. Richard Needham MP, slightly impaired his image as a good guy when he said: "I can understand the INFURIACTION of some people..." A gardening expert told Radio 4 listeners: "Peat is sterile, whereas in leaf-mould, as the name implies, you get all sorts of mouldy little sticks." Sorry, but there are three entirely unconnected "moulds" - earth, fungi, and the things you make jellies in.

But the one that made me laugh out loud was produced by an exhibition organizer complaining how someone had spoiled the exhibition he was organizing: "People will go BE-RESK." And he said it twice. And I have it on tape. And I listen to it when I'm depressed.

W. S. Brownlie

Seventeen years on

Nine-year-olds Grow Up: a Follow-up Study of Schoolchildren. By Sheila Mitchell. Tavistock £20.00. 0 422 78970 4

In 1961 the parents and teachers of 600 Buckinghamshire nine-year-olds were extensively surveyed on matters to do with their children's health, attainments, family background and behaviour at home and school. More recently Sheila Mitchell, Senior Research Fellow at the University of Stirling, decided to follow up these same children, now aged 26. One particular interest here lay in spotting ways in which findings from the past might sometimes have predicted behaviour in the future; something of particular interest for those forever warning children that what may or may not happen if they persist in carrying on in a certain manner. Unfortunately the end results are disappointingly sketchy, with individuals reduced to little more than statistics yielding only the barest and broadest of generalizations.

This is more a criticism of social survey techniques than anything else. Attempts to humanize them in the past have led to gifted writers like the sorely missed Brian Jackson taking a more personal stance through focusing on particular individuals in a survey, writing them up until they actually possessed a human voice and face. This is an approach Sheila Mitchell will have none of, and while she can properly insist her results are free from subjective bias, they are also singularly unenlightening. Despite determined efforts a number of adult respondents still refused to co-operate with her, and even among those who did there is always a question mark over some of their replies, especially from persons living so far away they had to be approached through postal questionnaires rather than by proper interviews. Queries about possible psychiatric problems or subsequent criminal behaviour remain particularly open to slanted answers, and questions over wider issues such as whether respondents had ever felt tempted to take their own lives seem altogether too large to lend themselves to the type of impersonal, coded analysis used here, given the way various individuals can interpret such major issues so very differently.

Even so, there are a number of interesting findings to be dug out from the book's stiff prose and masses of statistical tables. Some are predictable, such as discovering that female pupils lose out at every step of the way from secondary school selection up to adult career prospects. More surprising was the revelation that children once described as "highly strung" did not seem more nervous than anyone else when in their twenties. Boys who cried a lot or else suffered from frequent nightmares had a greater chance of visiting hospital as adults, though girls once described as persistent complainers were the least likely of all to go near a hospital later on. As for bad behaviour either at home or at school, this appears to have little effect on later scholastic success, at least so far as above-average pupils were concerned. Nor does there seem any necessary connection between childhood problems and subsequent poor working records.

The majority of those in this survey seem quite satisfied with what they are getting out of life, even those women unfashionably stuck at home with small families. But as the author points out in her concluding pages, conditions in the prosperous South East are a different matter from those experienced by a comparable group originating from Liverpool or Glasgow. Only a handful of respondents here mentioned redundancy or unemployment, with most not only secure in a job but enjoying it too. So if it is difficult to generalize much from this study, it does still offer an interesting glimpse of a group more privileged now than anyone could possibly have guessed when first surveyed only 17 years ago.

Nicholas Tucker

Nicholas Tucker is lecturer in developmental psychology at the University of Sussex.

BOOKS



Unemployed men on Tyneside in 1936, from a collection of the documentary photographs of Humphrey Spender, taken for the Daily Mirror, Picture Post and the War Office. Much of the subject matter is grim (the Jarrow marchers, children in the Gorbals and poverty-stricken Whitechapel interiors), but the photographs seem to avoid exploitation. Chatto & Windus, £12.95.

How to cope with a crisis

Clare Roskill reviews some studies of social work

When Disaster Strikes. By Beverley Raphael.

Hutchinson £19.95. 0 09 165470 X. Social Work with Black Children and their Families. Edited by Shama Ahmed, Juliet Cheetham and John Small.

Batsford £8.95. 0 7134 4888 1. **Effective Groupwork.** By Michael Preston-Shoot.

Macmillan £15. 0 333 40987 6. £5.95. 40988 4.

In Care in North Battersea. By Peter Beresford, John Kemmils, Jane Tunstall.

Sociology Department, University of Surrey, Guildford, Surrey. £5.95.

Whose Welfare? Private Care or Public Services? By Peter Beresford and Suzy Croft.

Lewis Cohen Urban Studies, Brighton Polytechnic, 68 Grand Parade, Brighton BN2 2LY. £5.95. 0 948992 00X.

Of these books, *When Disaster Strikes* is the one most obviously addressed to a broad audience. While I read it with thoughts of the Zeebrugge Ferry, Hungerford and last week's great wind disasters in mind, the book itself uses world-wide illustrations, not least from the bush fires and cyclones of Australia, where its author is a professor of psychology. It also reminded me of the night I once spent sleeping under a London borough town clerk's desk as part of a flood emergency team. Professor Raphael would have been rightly horrified by the amateurism of the emergency plans which in those not so far off pre-Thames barrier days, included, (somehow) commandeering the boats from Battersea Park to bring unidentified old ladies from rooftops to the "shoreline" (flood-speak).

There is now much more professional knowledge available and this book draws together what is known from those primary and secondary sources. We are reminded by droughts and Aids that not all disasters are unforeseen and Professor Raphael urges the caring professions to co-ordinate with rescue services before a disaster strikes. For this reason alone the book should be on the shelves of all those who may be called on to manage a disaster.

This book includes a most useful consideration of appropriate psycho-social help not only for victims but also for helpers. I found the concentration on psychological de-briefing of helpers, at the conclusion of a main disaster effort, over-simplistic. Nevertheless, the consideration of the motives and needs of helpers is very welcome and clearly there is work available for aspiring "disaster consultants", who should have their passports permanently at the ready.

Social Work with Black Children and *their Families* is addressed to the situation here in Britain. It is divided into four sections, concentrating respectively on under-fives, children in

care; work with Asian women and children; and work with young offenders. The book emphasises the strengths of black families, especially in Samar Sheikh's chapter on an Asian mothers' self-help group. I would have liked more contributions from "non-professionals". This is very much a book to be used according to readers' own interests and previous knowledge. I found Jocelyn Maximé's chapter on helping black children develop positive self-images particularly useful. Mike Mennell's contribution from Bradford on how to use child-care reviews for helping children with their racial and cultural needs is very stimulating and challenging, not only for social workers but for psychologists, teachers, doctors - whoever may be involved in such reviews.

Michael Preston-Shoot's *Effective Group Work* is the most practical and down-to-earth primer on group work I have read. It tells you exactly how to plan and prepare for a group, as well as providing a handy outline on group work theory and processes. It emphasizes the need to arrange proper supervision, though I was surprised it overlooked the possibility of shared supervision with leaders from other groups. The book's individuality stands on its examination of co-leadership, an issue insufficiently considered in some other basic group work books. It should be used as a starting point for all new group workers. Let no one henceforth even plan a group till they have read this short, sharp, addition to the BASW Practical Social Work series.

In Care in North Battersea is an unusual example of research initiated and partly carried out by social services' area office staff. The social workers were concerned at the high number of children in care in their area - 1 in 40 in 1978. The research group included social administration lecturers and students and a local community research worker. The study does not read altogether easily. The findings from 1978 are accompanied by an account of developments in service delivery up to 1984. The important 1984 data is, however, in the appendix. Some changes, such as the increased percentage of black and mixed race children, and the increase in those in care for longer than five years, are insufficiently discussed from an area perspective. The third section of the book is a critical perspective by the frustrated community research worker. Some important statistics for children coming into care fail to tally between text and appendix.

Nevertheless, largely it seems (it will remain unprovable) due to enormous efforts by the social work staff in the face of many families facing a huge increase in deprivation (no thanks to central and local Conservative policies) the average number of children in care decreased from 238 (1978) to 129 (1985). Parts of north Battersea have

become established Yuppie-land since this study started. A Conservative MP was elected this year. I am left wondering just how the most disadvantaged - especially those with children not in care - are managing now. What is enabling them to cope against the odds? Or will disaster strike?

Whose Welfare? Private Care or Public Services? is by Peter Beresford, the community research worker mentioned above - considerably less frustrated here - and Suzy Croft. The subtitle is confusing since the main thrust of the book is about professional decision-making. The pros and cons of public services versus those provided voluntarily - largely by women - and commercially, is an important, but as I read it, less central theme. This criticism apart, I found this a beautifully constructed and clearly written book. It should be widely read as an example of jargon-free social science. Its starting point is a study of the Hanover "patch" of Brighton, part of East Sussex Social Services. A hundred residents were interviewed and discussions took place with various groups. The authors move smoothly to a consideration of the broad issues around "patch" and community social work.

There is material here for a dozen seminars. Can paid care be as informal and loving as unpaid care? How influential are the new networks such as health, gay and peace groups? Should there be a major change around in social service functions - some given to other departments in exchange for others? Why are citizens so often denied social services self-management yet encouraged to provide self-help? Questions are relentlessly raised by these two researchers with their gift for digging up the unspeakable truth. One almost ends up feeling sorry for the local director of social services, who, in the midst of Beresford and Croft's unsuccessful search for evidence of citizen consultation, is stating "An important voice in any system of evaluation should be that of the service user".

The book ends with an eight-point guide to citizen involvement. I was left full of admiration for these speakers after the truth, yet wondering about the old chestnut of where statutory work fits in. After all there were only three full-time social workers for Hanover patch. Patch work, most certainly, cannot provide the adequate income, housing, childcare, social life and other services that the citizens of Hanover want. That can probably only be provided - if at all - through the citizens of this country using the ballot box. Meanwhile we need to remind our authors of their own third to citizen involvement - modest aspirations.

Clare Roskill is a lecturer in social work at South Bank Polytechnic.

Bilingually speaking

Raising Children Bilingually: the Pre-school Years. By Lenore Arnborg. Multilingual Matters £6.95. 0 905028 70 8.

In the foreword to *Raising Children Bilingually: The Pre-school Years*, Professor Joshua Fishman comments: "It may not have been written especially for them, but, as with most other books of this kind, it was written especially for the particular bilingual children who are closest to my heart."

This is indeed the perfect gift for a family who has decided - or is still contemplating whether - to raise their children bilingually. Lenore Arnborg's approach to the subject is one that offers reassurance as well as guidance. She is, as an immigrant to Sweden from the United States, personally aware of the issues involved, and, as a lecturer and researcher in early childhood bilingualism, she has recognized the need to inform and encourage parents who are attempting to enrich their children's lives.

What is particularly impressive about Arnborg's style is that she presents the theory and research investigations into bilingualism in a clear and non-technical manner. This makes the book immensely readable. Arnborg confronts all those worries that parents and teachers must have (how bilingualism may affect a child's development, what level of proficiency can be reached in the minority language...) by calm and careful explanations of such areas as language learning and linguistic development. She offers arguments, for instance, both in favour of and against "one language first" and similar discussions on strategies parents might adopt: both parents interchanging both languages or each using one only.

But, while she leaves readers to

make their own decisions, a constant theme is the importance of support while raising children bilingually. Arnborg includes case studies of family experiences on which she offers sympathetic comments, and two lively down-to-earth chapters explore practical suggestions for positive reinforcement.

Thus this book may have been written for parents, but playgroup leaders, nursery and primary school-teachers will find it invaluable to clarify and deepen their knowledge of the process and problems of being bilingual, to glean ideas for stimulating language growth, and especially to enhance the endeavours of bilingual families around them.

Traditionally, it has been the middle-class family who has striven to nurture bilingualism in their offspring. Arnborg articulates the special needs of children growing up in immigrant families, who see no reason for cultivating their own, nor minority, language in the next generation.

It is surely time that the British education system caught up with its counterparts in countries like Sweden, where tuition in subjects is legally obligatory in the home language until the pupil's Swedish is good enough. Sadly, in Britain, too many people who know only English see the ability to speak another language as a problem, even one requiring sympathy. In fact, some 70 per cent of the world are proud to be bilingual. Millions of people were exposed to two or more languages at a tender age and the pre-school years are of course a crucial stage for children to become fluent.

Here is a compassionate book, dedicated to that goal. Now we need an equally positive book, entitled "Raising Children Bilingually: The School Years".

Alison Leake

A taste of the East

A Teacher's Guide to South Asian Literature. By John Welch.

The London Borough of Waltham Forest Multicultural Development Service. £3 plus 35p postage. 0 901974 24 2.

John Welch's booklet is a teacher's-eye view of the area and a guide for complete beginners. As such it has been sensibly structured and unassumingly written.

There are brief introductory notes on the region's linguistic, cultural and literary background. The author covers the classical Sanskrit heritage up to modern times, emphasising cultural and religious diversity (Hindus, Parsees, Muslims, Jews), yet oddly fails to mention Buddhists.

The main weight of the booklet deals with the 20th century under the headings of fiction, short stories, autobiography, poetry and children's fiction, as well as reviews. These give brief comments on synopses, perspective, style and so on and are tasteful for prospective readers. (They average 20 lines.) An attempt has been made to select widely, but male writers predominate (three reviews each for R K Narayan, Raja Rao and Mulk Anand,

none for Anita Desai).

The booklet is not a short cut to introducing South Asian literature into school syllabuses, although that is its long-term aim. It seeks to persuade us, the teachers, that the books are to be enjoyed and appreciated for their own sake, and that "if we teach literature we must be readers ourselves first and foremost". Indeed, many of the books reviewed are unsuitable for secondary pupils as whole texts, but I can confirm their value to adults.

There is no question that creative fiction offers an entry into psychological realms unattainable in objective writing. In the case of former colonies with a well-written body of Anglo-centric literature, it is crucial to hear the other side. E M Forster cannot let us know what it feels like to be an Indian in the way that R K Narayan does. Without "filling in the spaces" of colonial literature, we will simply misunderstand other cultures.

The booklet gives studies of how some texts have been used in schools as series of reviews. These give brief comments on synopses, perspective, style and so on and are tasteful for prospective readers. (They average 20 lines.) An attempt has been made to select widely, but male writers predominate (three reviews each for R K Narayan, Raja Rao and Mulk Anand,

David Walton

PAPER BACKS

Contraception, A Practical and Political Guide. By Rose Shapiro. (Virago £4.50. 0 86068 657 4).

Condoms first became popular during the first World War when they were distributed to young soldiers to prevent the spread of disease. Seventy years on, after the Government's safe sex campaign, the condom is enjoying a revival. After such widespread publicity, it's refreshing to be reminded that this is only one of many forms of contraception. Feminist in its approach, the book encourages the use of fertility awareness and barrier methods in preference to the now controversial

Pill. With facts on the abortion laws and a review of the whole birth control movement, this is an excellent handbook especially for younger, less experienced women.

Natural Parenting by Peter and Fiona Walker (Bloomsbury £6.95. 0 7475 0020 7). Written primarily with fathers in mind, *Natural Parenting* has as its philosophy the shared experience of pregnancy and early parenthood. Prospective fathers are encouraged to massage their partners, assist with ante-natal exercises and develop an understanding of the pregnant woman's emotions. Much emphasis is also placed on physical fitness. There are suggestions for yoga-based exercises for parents and fun soft gymnastic sessions and jungle games for babies and small children.

Eleanor Caldwell

CHILDREN'S LITERATURE

Looking at children's literature from an international perspective is a sure-fire way of coming face-to-face with the impenetrability of cultural differences. At the 8th Conference of the International Research Society for Children's Literature in Cologne at the end of September, it was very evident that such differences, even among researchers, went further than mere choice of theme for investigation; they were also deeply embedded in the ways scholars tackled their subjects. That old standby, "a survey of the literature" still finds advocates in some countries, while long since jettisoned in favour of in-depth analysis by others.

The European love affair with *Robinsonades* was well to the fore; no fewer than five papers dealt in various aspects of national Crusoe adaptations and surrogates. This fascination for hero figures was, however, one of those rare common elements in a programme which, while attempting to stick to the unifying theme of the grey area between "Books for children" and "Books for adults", rather underlined the huge ranges in national literatures for children. Theodor Bräggermann's "Ancient mythology and its reception in literature for children and young adults" and Dagmar Grenz's "E T A Hoffmann as author for children and adults" represented aspects of a tradition quite different from our own, for example.

It was good therefore to see Rhonda Hurbury and Reinbert Tabbert attempting to bridge such gaps with some collaborative work that compared and contrasted Australian and German children's responses to Randolph Stow's *Mithril*. Good too, that Ann Thwaite's analysis of Frances Hodgson Burnett and A A Milne was so well received, especially since so many speakers used English children's books as reference points. Not so felicitous was the singular lack of UK research input to this major conference. Where was everyone?

Margaret Kinnell

Teller of tales

With the death of Roger Lancelyn Green on 8 October, children's literature lost a pioneering researcher and an eloquent advocate. During his professional career as a writer he helped elevate the study of children's books and their authors to a more considered and worthy of serious study and critical attention.

Green's childhood, while marred by illness, was blessed by books. He read widely and widely: myths, legends and fairy tales, Greek drama and the plays of Shakespeare, the romances of Rider Haggard and R L Stevenson and the *Tarzan* stories.

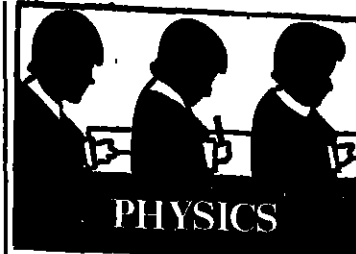
Out of this reading were later to come his many anthologies and classic re-tellings such as *The Adventures of Robin Hood*, *King Arthur and his Knights of the Round Table*, *The Saga of Asgard*, *Myths from Many Lands and Heroes of Greece and Troy*.

At Merion College, Oxford, Green began a study of an earlier student, Andrew Lang, who was to become the subject of his first biography in 1946. The same year saw the publication of *Teller of Tales*, which established his reputation as an authority on the literature of childhood.

Later books included biographies and critiques of A E W Mason, Rudyard Kipling, Mrs Molesworth, J M Barrie, C S Lewis, Arthur Conan Doyle and Lewis Carroll, whose diaries he also edited. He was additionally a poet and the author of several fine children's novels, among them *The Wonderful Stranger*, *The Luck of the Lynx*, *The Secret of Rusticoke*, *The Land of the Lord High Tiger* and a tale from Greek history retold as a thriller, *Mystery at Mycenae*.

For several generations of children, however, he will be best remembered as an enthusiastic guide to what he called "the lands of enchantment" from which we return, refreshed, to our journey through the deserts and peoples of this everyday world in which we dwell for a season."

Brian Sibley



PHYSICS

The Magic of Physics. By Richard Weiss.

Macmillan £3.50. 0 333 44278 4. Questions & Answers: A Level Physics. By C Boyle.

Checkmate/Arnold £3.95. 0 946973 46 6. Physics of Materials for A level students. By Brian Cooke and David Sang.

The University of Leeds £3.00. 0 904421 15 5. Understanding Physics for Advanced Level. By Jim Breithaupt.

Hutchinson £11.95. 0 09 164581 6.

The Magic of Physics or, Can you pull a rabbit out of a hole? easily stands out as the most flamboyant of these titles, and its style is as colourful as its cover. Aimed at A level and beyond, it claims to be "an amusing and ingenious look at the central concepts and issues in physics". It is written as a play in the style of *Alice in Wonderland*, and includes Alice, a caterpillar and Mr Carroll as characters, and must have given Richard Weiss hours of amusement in thinking up the names of the rest of the cast, such as Professor Schroedinger, Dr Polly Murr and Captain Max Well. If you keep up with the pace for 150 pages it provides both a thumb-nail sketch of modern physics and a problem-solving exercise in unravelling scientist's names. However, only the most well read and enthusiastic sixth formers are likely to grasp the implications of the physics, and the enjoyment level will depend on the reader's sense of humour.

In contrast *A Level Physics Questions and Answers* is straightforward and traditional. It provides a selection of questions of the multiple choice, short answer and long answer type, and provides model answers for all the questions. In some ways an admirable book for the less confident student or those having to work on their own, but a danger with model answers is that they encourage students to think there is only one correct way to approach the problem. Also, some of the questions appear to be rather simple and seem to rely on recall rather than understanding, indicating perhaps that the book would be most useful for the end of the first year of the course.



CHEMISTRY

Chemistry Made Clear. (GCSE Edition). By R Gallagher and P Ingram.

Oxford £3.95. 0 19 914267 7. Chemistry for GCSE. By E N Ramsden.

Basil Blackwell £5.95. 0 631 900 470. Practical Chemistry for GCSE. By E N Ramsden.

Basil Blackwell £22.50. 0 631 900586.

In *Chemistry Made Clear*, the authors have produced one of the few chemistry textbooks that could be used with pupils of the ability range.

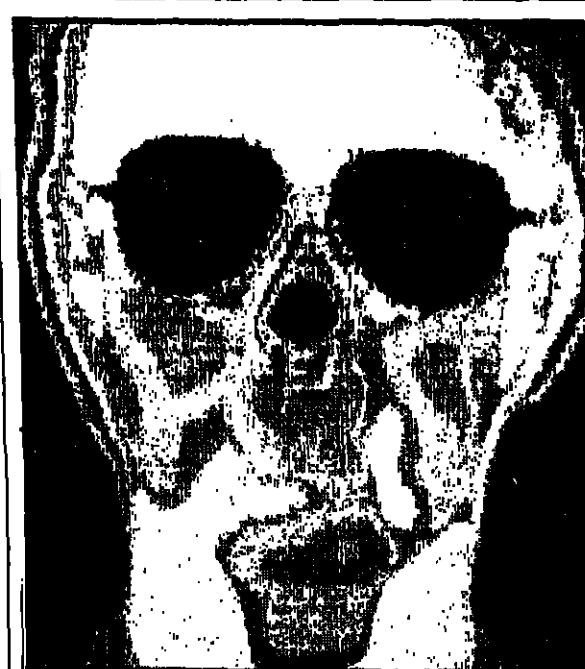
Reading age has been kept to about 12½ and its double-page spread approach means that all pupils should be able to read and understand each section without losing motivation. Simple questions at the end of each section will help reinforce reading for understanding. However, very clever pupils will need more stretching fare - but if all the contents of this book were effectively known a student could get the highest grade.

The structure of the book is clear, with 13 major sections dealing with physical, inorganic and carbon chemistry in a coherent way. At the end of each section are two pages of longer structural questions that would make excellent homework. (Although these do not appear to be actual past examination questions they correspond closely to the structured questions found in the examination.) The text, although brief, is clear and to the point, and most pupils will find it easy to understand. Because of its brevity it would be useful to pupils as a revision aid if their notes were not complete.

I have only one reservation - the introduction states: "Science is about asking questions. You can ask questions about anything - you ask scientific questions when you are reasonably sure that the answers you get can be trusted." This statement could make an excellent debating point for sixth form science students.

Usually the book is well laid out with black and white photographs. It is not very large and at £3.95 it is excellent value and is certainly a book to consider seriously.

BOOKS IN CLASS



Infra-red photograph of a human face with sunglasses: the world about us would appear very different if the eye could detect radiation outside the visible spectrum. An illustration from *Understanding Physics for Advanced Level*.

tions of the physics, and the enjoyment level will depend on the reader's sense of humour.

In contrast *A Level Physics Questions and Answers* is straightforward and traditional. It provides a selection of questions of the multiple choice, short answer and long answer type, and provides model answers for all the questions. In some ways an admirable book for the less confident student or those having to work on their own, but a danger with model answers is that they encourage students to think there is only one correct way to approach the problem. Also, some of the questions appear to be rather simple and seem to rely on recall rather than understanding, indicating perhaps that the book would be most useful for the end of the first year of the course.

Of all the books, *Physics of Materials* must qualify as the best value. For £3.00 it provides all that is needed for the common core in terms of a variety of properties of materials, as well as being an independent learning text capable of satisfying the requirements of the option courses that appear in some syllabuses. Incorporated in the text are suggestions for experiments and a clear indication of what background knowledge is expected for each section. There are questions at regular intervals that test understanding of the text followed by ideas on how to arrive at, or organize, an answer, and six case studies, in which practical applications are introduced such as designing a cantilever bridge, and optical fibre communications. I have two minor reservations about the book, one being

the danger of spending too much time on this part of the course. It is not an option of fixed duration, the other the frustration of finding no index. However, I am sure that many teachers will find this a valuable addition to the information given in standard textbooks.

At first glance it is hard to see what *Understanding Physics* adds to the already well-populated A level textbook market, especially with the current debate on the future of A levels. Comparing it with existing books puts it on the slightly more traditional side in terms of content, but with a format that includes cartoons to get the message across. It aims to cover all the common core material plus other topics included by the majority of examination boards. The space devoted to electronics, energy resources and modern particle physics means that some of the work is covered in less depth than usual which could leave the more able students dissatisfied, but might prove realistic for future A level revisions. The most outstanding features are the extensive range of questions, the section at the beginning on the world of physics (which includes career guidance), hints on making and using notes and how to set about understanding the subject, and the chapters at the end on essential mathematics, data analysis and laboratory and communication skills.

It is often, mistakenly, taken for granted that students are familiar with these ideas, so it is encouraging to see a book that acknowledges the problems and tries to alleviate them. Though it is surprising after such care has been devoted to helping with communication and presentation to find an index that requires either perfect vision or a magnifying glass, when another few pages for the index would have been a most worthwhile addition to a book that many will find an attractive alternative to those already available.

Susan Ross

well before reading it easily. Some sections are asterisked to indicate that these are for pupils aiming at higher grades but I do not agree with the author's distinction. I believe a knowledge of how electrons are arranged is essential for the understanding of bonding, valency etc, and all pupils do need to know how to write formulae, to give but two examples.

This book would be useful in the chemistry library or for very able pupils. However, I am less sure of the value of its companion volume, *Practical Chemistry for GCSE*.

A book on experimental work suitable for GCSE is badly needed by teachers. This new course places an increased emphasis on practical work of a significantly different kind. Students will be assessed on their ability to devise and perform experiments as well as on their technique. The new practical examination is also very different from the old GCSE practical and teachers need to familiarise their pupils with these demands.

Sadly, *Practical Chemistry for GCSE* will be of little help to chemistry teachers. On the back cover is the legend that this book will help pupils towards an investigative approach to science. This is quite untrue. Within the book are over 100 recipes for experiments almost all of which could be found in textbooks published well over 10 years ago. The intellectual activity of pupils is restricted to some cursory questions on the interpretation of the results of the recipe. Wherefore now, Nuffield?

It might be useful for some of the set practical assessments where straightforward technique is being tested, but there are many other books that would be better.

Lesley Bulman

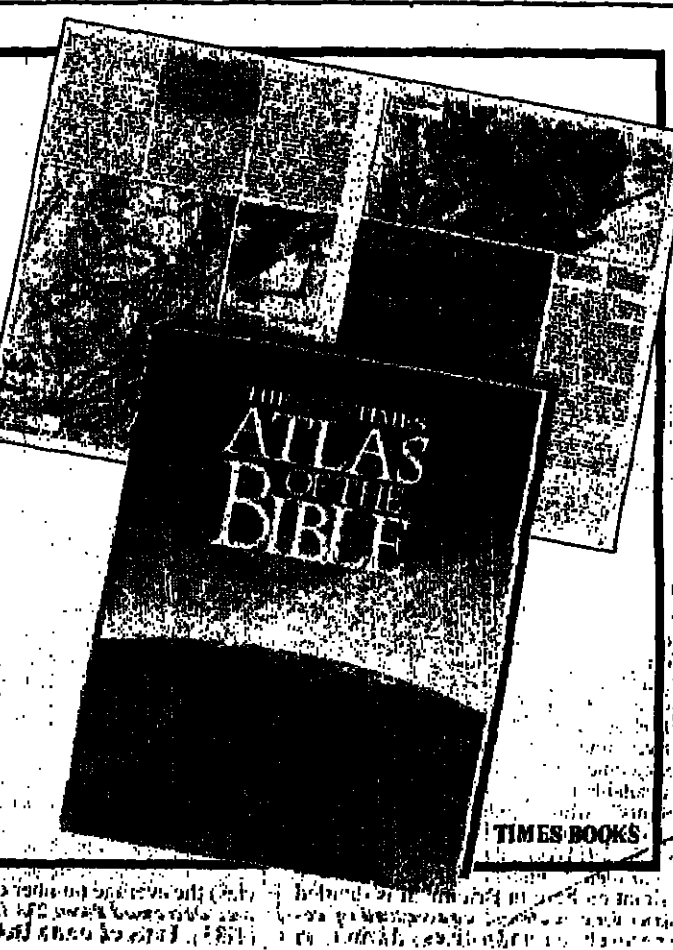
Further science reviews in this week's Extra, pages 39-46

THE TIMES ATLAS OF THE BIBLE

The complete history and archaeology of the lands, events and people of the Bible in full colour.

"More than just an atlas, a complete course in biblical history and archaeology." GERALD PRIESTLAND

"Magnificent, it sets the Bible in the full, vivid context of its times and gives perspective and place to the Bible stories." MAGNUS MAGNUSSON



Atlantic crossing

Meridian 3. By Jeremy Harmer and Steve Elsworth. Longman £3.50. 0 582 57973 2
Coast to Coast 1 and 2. By Jeremy Harmer and Harold Sargente. Longman £4.20 each. 0 582 90728 4 and 582 90729 2

Meridian 3 is the final part of a three-stage English course for adults. The mix is very much as before, with a grammatical focus to each of the 18 units, backed up by skills practice in the student's book and plenty of communication tasks and games in the activity book. The whole course takes learners from false beginner to intermediate level.

The authentic listening material includes a speech by Princess Anne on the activities of the Save the Children Fund, as well as interviews with the International President of Mensa, a robotics expert, and a curator at London's Tate Gallery - a welcome change from the usual humdrum listening passages in general English course books. Each unit has a useful Spotcheck section, which presents a minor point of grammar, usage or punctuation and provides controlled practice. There are also regular Verb Plus slots to teach phrasal verbs. *Meridian 3* seems to be targeted at an older age group than the first two books in the series. There are no irritating cartoon characters and the topics are more relevant to adult students.

The United States is traditionally

viewed as a predominantly ESL market. But the numbers of students travelling to the US specifically for short-term language courses are increasing all the time. Affluent Europeans, as well as the Japanese and Latin Americans, are more likely these days to choose a language school in Berkeley than Bournemouth. UK publishers are beginning to realize that there is a lack of good American English EFL coursebooks. *Coast to Coast 1 and 2* are adaptations of the first two *Meridian* books and are aimed at exactly this new market.

Coast to Coast 1 is set in California. The cartoon story in *Meridian 1* has been reworked around a baseball player with the San Francisco Seals. In *Coast to Coast 2* the scene shifts to Boston, where the leading characters work for Quest, a commercial photography service. Apart from the main story line in each unit, there are relatively few changes. Reading passages focus on various aspects of the American way of life and the language work has been carefully adapted to bring out the salient features of American English. The format has been slightly altered by including the interaction exercises in the back of the student's book. There is a separate workbook for grammar and writing practice. Teachers of British English may find *Coast to Coast* useful as a supplementary source of American English listening and reading material at elementary level.

Graham White



Tony Hudson's illustrations accompany the story of 'The Wells of Pandi Warr' in the Focus Reading series by J Milne and S Andrews. Each book has been graded to conform with beginner, elementary and intermediate levels of the Heinemann Readers series (£2.95 each).

Finding favour

Using Literature in Language Teaching. By Jennifer Hill. Macmillan £3.50. 0 333 42389 5
A Course in English Language and Literature. By Bernard Lott. Edward Arnold Students' Book £4.75. 0 7131 8268 7. Tutor's Book £3.95. 0 7131 8428 0

After falling out of favour for some time, literature is again recognized by many as an important element in the teaching of EFL. The Cambridge Proficiency examination acknowledges this by including prescribed texts as optional composition subjects in Paper 2. Jennifer Hill, while appreciating the linguistic and cultural difficulties that the study of literature presents, rightly maintains that it "should contribute both to the development of the student as an individual and to his or her command of the language". She gives advice, with examples, on the selection of texts and on organizing work on literature in the classroom, including such supplementary activities as role play, games, watching and planning films and discussion of subjects raised in the texts.

Her approach is traditional, with only a cursory reference to structuralist criticism and no allusions to recent developments in narrative analysis. Content, character, structure, style and purpose, and figurative language (particularly in poetry) are discussed, with some expected illustrations (*Lord of the Flies* inevitably appears) but some enterprising examples as well (poems by William Carlos Williams and John Crowe Ransom are excellent choices). Teachers will learn much from this book with its emphasis on

thorough preparation and careful methods, although it must be remembered that their own enthusiasm for literature is what counts. As Jennifer Hill reminds us, they "must first help the students enjoy what they read".

Bernard Lott also seeks to meet the requirement to integrate language and literature in his book for students preparing for "degree, advanced certificate and diploma in English". Each of the 20 units consists of extracts from a literary text, accompanied by commentaries and exercises in comprehension, composition and language study.

His first aim is to introduce students to some of the finest literature. The texts, arranged in order of difficulty, cover 300 years from Pops to Beckett and include prose fiction, poetry and drama. Dr Lott's second aim is to use the texts as bases for particular linguistic practice, as each has in the foreground certain grammatical, syntactical or lexical features. Work on forming questions is derived, for example, from Wole Soyinka's *The Swamp Dwellers* and on the first conditional and clause relationships from Kipling's *If*. The danger of exploiting the texts only as exercises in language can be avoided by the teacher's full use of the interpretative activities. This course fills a long-felt need for a serious, well-constructed book that will inform and stimulate advanced EFL students.

Donald Hawes

Donald Hawes is a visiting lecturer at the Polytechnic of Central London, and Open University tutor.

Acting up

Drama Activities for Language Learning. By John Dougill. Macmillan £3.50. 0 333 39215 9
Stage by Stage. By John Dougill and Liz Doherty. Hodder and Stoughton Educational Student's Book £3.50. 0 340 37244 3. Teacher's Book £3.00. 0 340 37225 7. Cassette £7.00. 0 340 37226 5.

John Dougill's *Drama Activities* exemplifies the communicative approach to EFL, which (as he says) "has led to a decentralized classroom, 'group work' and students' active participation. His advice and suggestions are systematic, beginning with a theoretical justification for drama activities, noting among their advantages the need to confront unpredictability in the use of language and the help they give in bridging the gap between the 'controlled world' of the classroom and the world outside.

Careful instruction follows concerning the introduction and integration of drama into the language classroom and syllabus and the conduct of drama-based lessons with and without scripts. His warning that students' ages, needs and abilities must be taken into account should be observed, since some of the activities he recommends could be seen as childish and embarrassing (for example, students pretending to be blind or miming "a burglary that goes wrong"). But others animate and reinforce linguistic practice, including some based on exercises in widely-used EFL textbooks. Interrogative forms, tenses and phrasal verbs can be practised in realistic contexts and vocabulary extended and memorized.

It is good to see that Dougill emphasizes the need for evaluation afterwards. His bibliography is comprehensive and up-to-date, although a clearer reference to Dorothy Heathcote's writings would be helpful, as he cites them a number of times.

With Liz Doherty, John Dougill has also written *Stage by Stage*, which consists of 10 units of drama activities for intermediate students. The sketches reflect, perhaps unwittingly, several typically English interests and institutions: crime, marriage bureaux, do-it-yourself and package holidays. Their occasional facetiousness may bewilder or irritate some students. But the suggestions in the teacher's book are detailed and sensible.

Each unit has four parts: preliminary language work, including vocabulary extension and practising expression; mime, role-play and dialogue; an unfinished script, which students have to complete; and pictures, passages, questions and so on to stimulate further creative activity. So there is plenty of material here, which the authors indicate can be used flexibly to combine acting of an elementary kind, comprehension and discussion. Though they believe that drama activity is beneficial, they also say that the book can be used simply for language practice. Teachers of young students especially will find the book and its cassette a lively resource for encouraging competence in communication.

D H

Confidence tricks

Ann FitzGerald reports on a language-learning project in Birmingham

A large, sunny room, its windows looking out on to a walled garden full of giant sunflowers, was a welcoming sight for the class of four and five-year-olds when they arrived at St Paul's Venture Centre to take part in the first session of a four-part language-learning project devised by Steve Ball of Language Alive. This "TEFL-teaching resource is based on, and funded by, St Paul's Community Project Ltd in Balsall Heath, Birmingham, serving 15 infant and junior schools. Eighty per cent of the residents in this inner city area are of Asian origin and the majority of children begin their schooling in a language which is not their mother tongue and is often not spoken at home among their families.

At the special request of local teachers' this term's Language Alive programme is based on the Link-Up reading scheme, so the characters, places and situations which the children meet in these books form the basis for all four playlets and follow-up activities of the four-week project.

The 45-minute "lesson" at St Paul's was an introduction to places featured in the first reading books. Brightly-coloured backdrops denoted the areas of the hall: school, park, paper shop, baker's shop, bus, and the characters of the dustbin collector, the paper shop boy and the baker's assistant helped the children to name different objects in the painted scenes. Question and answer dialogue followed, with

repetition of a few words and phrases. Each character then worked with a small group of children, sorting out a jumbled collection of cards containing the pictures and names of objects already defined, and placing them in the right area. A few mistakes were put right and everyone gathered for a song about the places they'd visited. A teacher's pack suggests preparation work for part two of the programme which takes place in school the following week, focusing on letters, postcards and the postman.

The philosophy of Language Alive is to encourage young children to listen and practise language in a carefully

chosen context in which dramatized situations provide the motivation for them to stretch their linguistic skills and build confidence. And it seems to work. Teachers frequently comment on how reserved, silent children suddenly begin to speak and how the characters and situations act as a catalyst for enthusiastic work in class.

Projects for upper infants and juniors broaden into issues of social concern, like the problem of bullying which is to be the theme of a programme for juniors later this term. "But the emphasis of all our work is on the language content", says Steve Ball, "and all our programmes are structured to use and develop the children's existing language ability at each level."

Language Alive plays often have key words, or important lines, spoken in Punjabi, Bengali or Urdu as well as English, and children are encouraged to use their mother tongue in improvisations which the plays set up. "I believe it's important that the children's own first language should have 'educational status' too, and not be seen as unacceptable for use in school", says Steve Ball. A 15-minute video, and a set of 12 photocards which accompany the Link-Up programme have every sentence in English and Punjabi so that the children have language and picture references to help them in learning the English words and phrases which they meet in the readers.

The video, made by members of St Paul's Community Project staff, takes the first four Link-Up books and transposes their text and pictures into places and people in the local area. "A big police car and a big policeman" is quite recognizably one of the local bobbies on the beat, and the streets, shops, buses and houses are all familiar scenes from Balsall Heath, bringing school and home close together.

The Link-Up reading scheme is published by Holmes McDougall Limited, and the teaching materials referred to have been produced by kind permission of the publishers.

Bilingual skills

This is the third year in which the Institute of Linguists is offering its Bilingual Skills Certificate. Aimed at those who wish to work with public service agencies dealing with those for whom English is a second language, the course will bring those qualifying up to approximately a level standard in the community language chosen.

The six months to a year Certificate course grew out of the experience of those running the Institute's Community Interpreters' Course. It became clear that there was a specific need for people who could translate and interpret the daily interactions of statutory bodies like the police, local authorities, schools and the health service, with members of different ethnic communities. Though linguistic competence was necessary, a lower level than that of professional interpreters would be acceptable.

Last year, courses were organized in nine languages: Bengali, Urdu, Gujarati, Punjabi, Hindi, Chinese (Cantonese), Vietnamese, Spanish, and Italian. There were no takers for Greek, Turkish and Polish. This year, courses in Irish and French will also be available at different institutions, and courses in Portuguese and Arabic are being developed. The courses have been targeted to specific areas: in Bradford the take-up has been for Urdu, in Bedford, for Italian. In all, 12 colleges this year will be offering the Bilingual Skills Certificate, with syllabus guide-lines and exam from the Institute and courses designed on the ground by local tutors.

Who is likely to use the course and why? So far, most of the applicants have been people already working in the area who wish to expand their communication skills, and are employed by their employers; unemployed people with MSC funding; and students who are gaining the Bilingual Skills Certificate along with other qualifications. Some recent graduates have got jobs as a result of the course: one from the Pathway centre in Ealing got a job with the local authority.

The coursework itself is extremely practical, featuring role play, formal teaching of language skills, oral and written translation, and letter-writing. Although most institutions running the course prefer applicants to have some acquaintance with written forms of the chosen language, since those are the most difficult, they may waive this stipulation occasionally. More important is to be able to show some empathy with the position of those in the ethnic communities who are in need of bilingual help. Boosting linguistic competence is thus only the first element of the course, which also lays stress on interpreting training, working with public agencies, letter-writing and letter-translation, and the compilation of a "term bank" for translating appropriate jargon words. Thus the final exam tests both oral and written proficiency by means of role play and on-the-spot linguistic exercises, as well as written translation in both languages.

The Institute of Linguists (24a Highgate Road, London N5), was founded in 1910, and is the "foremost body of professional linguists in the country", with 6,000 members engaged in full or part-time language work. They can offer exams in every language, written or otherwise, and are fast becoming recognized internationally as well as nationally. More information about the Bilingual Skills Certificate at the above address, or from David Hawes, on 01-359 7445.

Victoria Neumark



An illustration from the unit on male/female roles in Gaynor Ramsey's *Images*, a collection of photographs and activities designed to develop spoken fluency (Longman £2.50).

How's business?

Business Reading. By Geoffrey Land. Longman £4.00. 0 582 85220 X
Write for Business: Skills for Effective Report Writing in English. By Michael Doherty, Lee Knapp, Susan Swift. Longman £5.90. 0 582 74893 3
Functioning in Business. By P Lancelo Knowles and Francis Bailey. Longman £3.50. 0 582 85267 6. C60 cassette £12 + VAT 0 582 85268 4. Telephoning in English. By B. Jean Nutterer and Rod Revell. Cambridge University Press £3.95. 0 521 26975 X. 2 cassettes £15 + VAT 0 521 26429 4.

Business Reading is a 15-unit supplementary coursebook aimed at intermediate level managers and executives. The topics include small businesses, office automation, fashion and design, international banking, and so on. The varied, ungraded reading passages are taken from British and American business publications such as the *Financial Times* and the *Wall Street Journal*. There is a good mixture of text and diagrammatic material (albeit monochrome), to accommodate information transfer exercises in the classroom. The inclusion of line numbers in the texts should help teachers and students to focus their discussion of the comprehension or linguistic points which arise.

The approach encourages skimming for gist in preparation for detailed textual analysis, which is in turn catered for by several types of fairly standard comprehension exercises (especially "wh" information ques-

tions). Matters of grammar and lexis (the latter being handled extremely well) seem to be stressed, rather than an explicit consideration of discourse types, cohesive devices or information structure.

My reservations are that the articles may have lost their topicality for most students by being at least three years old (a danger in using authentic material from the international business press) and that, since ESP teachers would probably select a textbook on the basis of the grammar and vocabulary items included as much as on the business topics covered, the omission of a global word or structure list seems to put the book at a disadvantage.

Write for Business is an upper-intermediate textbook intended primarily for self-access work. It aims throughout its four sections to provide the linguistic building blocks users need to write better short reports. Various aspects of language control are highlighted (for example, levels of formality, punctuation, use of passives, reported speech conventions) and practice is also given in structuring information, planning a report outline, writing appropriately for different audiences and so on. The pedagogic pattern in the book involves an evaluation exercise, usually the scrutiny of a sample text, followed up by discussion (self-questions) and a task, such as sequencing pieces of information and rewriting.

There is a model "long report" in the final section, and an answer key. Although *Write for Business* emphasizes report writing, some units deal briefly with business letters, taking

minutes and writing telegrams. I doubt whether *Write for Business* could really be used for unguided self-access in anything other than very restricted doses. The sheer volume and density of outright explanation, as well as the linguistic difficulty of some of the tasks, are rather daunting and the teacher would, I think, have to become heavily involved in order to make the book palatable. The average student's capacity for self-discussion and discovery (especially when he or she really does not already have the answers) is also over-estimated.

Functioning in Business is an effective pre-intermediate coursebook, introducing and recycling key business phrases, terms and communicative functions (for example, offering, introducing, clarifying, stalling), through nine episodes of a story centred on a trip to the United States, during which the characters handle such basic situations as the business lunch and negotiations. Listening plays a major role. Each unit basically consists of six main sections: story update, pre-listening, general comprehension, detailed listening, role play, a functional phrases cloze and supplementary exercises. Learners can easily find their way round, and can actually write in the book too.

The accompanying cassette features unscripted dialogue material, replete with hesitations and interruptions, normal delivery speed and many different voices. The accents are American. A tape script is included in the detachable answer booklet.

The book's emphasis on conversational formulae (it was written and trialled in Japan), might make *Functioning in Business* particularly useful for helping reserved learners to be more interactive.

Telephoning in English aims to develop intermediate, practical telephone skills for business people, via eight units with titles such as "Who's calling please?", "Let's fix another date" and "What seems to be the trouble?". There are 14 tasks in each unit, which invite the learner to fill in tables, take messages, complete sentences, spell names correctly, answer multiple-choice questions and so on. Opportunities for the student to speak are provided and users are assisted by information transfer prompts (for example, a handwritten diary page) to respond to " callers" on the double cassettes. Pairwork and role-play activities in the class are also catered for. The final reading section in each unit introduces an element of variety; advertisements for new telecommunications machines and services are 'actually' intended to inform the user as well as to practise the requisite language skills.

In basic terms, the book and cassettes are accessible and motivating. There is a detailed answer key, tape scripts and vital overview and self-study sections. American, British and non-native accents are presented, though the spoken material is delivered at slightly less than normal speed, and is made slightly artificial to help learners cope.

Leslie E Sheldon

Dr Leslie E. Sheldon is director of ELT at Pitman Education & Training Ltd (London).

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ARTS

Frustrated passion

Separation. By Tom Kempinski
Hampstead Theatre
Moon Dance Night. By Edgar White
Arts Theatre
The One Before The Last. By Kate Parker
Offstage Downstairs
The Winter's Tale. By William Shakespeare
RSC Barbican Theatre
Macbeth. By William Shakespeare
Half Moon Theatre
The Hypochondriac. By Molière/translated by Alan Drury
Lyric Theatre Hammersmith

Of three new plays, *Separation* is the most substantial. Following *Duet for One's* success exploring the effects of progressive physical degeneration in a musician, Kempinski writes a love story for two cripples. Sara, a New York actress, is on crutches with "relapsive peripheral polyneuropathy"; Joe, a London playwright, is an agoraphobic depressive. He is suffering from a mental block. His last play, written five years ago, is revived by her off-off Broadway. This, her first acting part in seven years, leads to them meeting, quarrelling and making up: Cinderella and her Green Frog

Prince are united.

Thus anatomized, *Separation* seems pure schmaltz. But its gutsy Jewish humour and frankly emotional exploration of the anger underlying the sense of separation felt by handicapped people sharpen the sweetness. David Suchet's excellent acting and Saskia Reeves' wonderfully-felt performance overcome the limitations of the play's form—a series of telephoned conversations—under Michael Attenborough's expert direction in Sue Plummer's perfect setting.

Jane Ripley's ambitious setting for *Moon Dance Night* overfills the Arts Theatre's small stage just as Edgar White overfills his play. Sibling rivalry, unemployment, artistic frustration, male chauvinism, post-Colonial political and business corruption, child abuse, tourism's evils, religious ritual, incest etc all jostle for attention with the human reactions set off when black newscaster Dwen Ellis returns to her Caribbean island birthplace and feels as estranged there as among whites in London. Yvonne Brewster's direction sparks light in Act 3's brief "voodoo" episode, and good actors like Isabelle Lucas and Konny Cusi make their presence felt, but the play adds no lustre to Black Theatre Season '87.

The One Before The Last dulls Rupert Brooke's reputation showing a priggish playmaker in states of nervous collapse following homo and heterosexual congress. Brooke's mother's possessiveness and his frustrated passion for "K" Cox are twin themes in this potted biography. Short scenes flicker into life under Valerie Doulton's sensitive direction, only to be extinguished by recitations from the poems. Pat O'Toole charms as K; Ruth Trueman is a noteworthy Mrs Brooke.

The charms of Terry Hands' production of *A Winter's Tale* include a beautiful opening wintery setting; the realization of the famous stage direction "Exit pursued by bear"; warm gaiety in the Bohemia scenes and the touching magic of Hermione's restoration. The first half suffers most: dire support-acting and Leontes (Paul Shelley) yells and wild gesticulations. In the second half the play bursts into life and, tamed by a brass-tongued Paulina (Gillian Barge), Shelley is quieter and more effective. Penny Downes beautifully contrasts Hermione/Perdita; Joe Melia makes Autolycus a jolly variety turn; Christopher Bruce's dances delight.

Some people delight to see a masterpiece despoiled. Chris Bond's *Macbeth* (the words are mainly Shakespeare's)

introduces the Marx Brothers as Three Witches, composite Porter and super-numeraries. Virtually every scene has its popular song, eg Noel Coward warbling "The party's over now" concludes the Macbeths' ghost-disturbed feast; Parry's "Jerusalem" introduces Malcolm in England. "Is this a dagger?" causes one to drop spoilt from the flies to be sprayed for "gouts of blood". Apparently, they fought over or cheered this at Liverpool Playhouse in 1982. My companion closed his eyes and listened to the text which, being unacted, spoke for itself out of the mess.

The Hypochondriac is much better acted but still a mess. In Nancy Meckler's production the wit and wisdom of Molière's last play is reduced to pantomime in which each character follows one line of business. As comic turns Jonathan Cecil's Crapper Smythe and Purgestool, and Jonathan Cullen's Thomas and Goodfellow are excellent, while Kathryn Hunter's myopic Angelica and teddy-bear totting Louisa are brilliant. But they rattle about in the empty hollow of an eviscerated masterpiece.

John James



Fijian woman wearing barkcloth

Wearwithal

Software: Fabrics and Fashions from the Commonwealth Institute until November 29. Admission free.

This delightful and truly multicultural exhibition contains fashion and fabrics both traditional and experimental.

The most primitive technique is bark cloth made from beaten mulberry leaves and decorated with earth pigments. Bark cloth was used as a textile in the Pacific Islands before weaving was introduced; the method is now being revived to promote national identity. The most advanced technically is a T-shirt knitted in translucent nylon thread squared into tiny pockets in which are captured miraculously vivid scraps of coloured broids and ribbons. Susie Freeman who has created this exciting modern garment is presumably an ex-textile student from a British Art College.

A revenue-generating industry in the Falklands produces knitting from spun local fleeces, while Ireland shows delicate lace as fine as anything from a more leisured age. From Wales the tradition of bed quilts and hooked rag rug work is translated into fashion wear.

There are examples of resist dyeing: tie-dye of extreme intricacy from India, elaborate batik from Australia, subtle batik work from Zimbabwe, and a vivid blend of techniques, including screen-printing from Botswana. Nigerian Adire cloth, using cassava paste resists, batik, and the dye indigo adhere to the beautiful traditions of West Africa. Woven fabrics from contrasting cultures include ikat weaving from India, a lost art, and Scottish hand-woven Harris tweeds, together with knitting from the Shetlands and the Hebrides.

There are daily demonstrations of various techniques, and an activity pack designed to inform and stimulate young visitors.

Victoria Neumark

Betty Tadman

ARTS

In April last year BBC1 broadcast *Standing Up for Joe*, the story of a British couple's journey to Budapest to obtain treatment for their severely handicapped son. The method used at the Petö Institute is known as conductive education, involving intensive treatment of children suffering from cerebral palsy and other neurological handicaps. It has achieved extraordinary results with those, like Joe, who would otherwise be condemned to an almost vegetable existence. The documentary produced an immediate response: demands for funding of conductive education in this country, as well as warnings that the method requires long preparation and considerable resources.

Standing Up for Joe was repeated last week (BBC2, October 13) and followed by *To Hungary With Love* (BBC1, October 14) and a discussion on *Kilner* (BBC1, October 15). These brought Joe's story up to date and looked at some of the reaction to the earlier programme. As far as Joe is concerned, it confirmed two things: that conductive education can achieve quite astonishing results with a child whose parents were originally told that he was probably blind and that he would never walk or speak; and second that the method is not about miracles. But the benefits, in developing skills and personalities, are such that some 150 British parents have made the journey to Hungary to take their children for treatment in Budapest since the first documentary was shown. And, if further evidence was needed of its effect, the Government has now allocated money for the development of conductive education programmes in this country.

Hungary, combining this positive attitude to the treatment of congenital handicaps with a very liberal regime on abortion, counters one of the arguments put forward in support of reforming the law in this country: that abortion is insulting to the disabled and will lead to discrimination against them. "Handicapped children are being used as a political football", Harriet Harman told *This Week*, *Next Week* (BBC1, October 18), with a rather unfortunate choice of image. Easily outdoing her in bad taste, Dr Philip Morris produced a couple of test tubes from his pocket and brandished them. They contained, if I heard him correctly, "two little hands, 12 weeks old, should be going to school now".

We are likely to see many little hands raised in the debate on David Alton's bill and to hear more appeals for a return to "the old, traditional values". It was noticeable that Ann Winterston, who used the phrase, was



Alex Jedrosz with his three-year-old son Andrej, a former pupil at the Petö Institute in Budapest

Television

A suitable case for treatment

quite open about her desire for reversal to the situation under the 1929 Act and in establishing a link between this, AIDS, promiscuity and a backlash against "permissive" behaviour. Reaction is certainly becoming louder and stronger, though *This Week*, *Next Week* earlier chose to emphasize the personal and political risk that David Alton is taking.

He finds himself, in that case, in a position familiar to Enoch Powell who talked about his life in politics with Nick Ross (Channel 4, October 16). "Revered by some, reviled by others" in the words of *TV Times*, Powell did admit to some doubts (or "remorse") on one single aspect of his political career, the decision to continue in parliament as a Ulster Unionist MP. He came closer, in this often revealing interview, to giving the programme a

scoop when he mentioned "arrogance", since a form of intellectual arrogance seems to be his chief failing, most obviously in his inability even now to perceive the implications of his "rivers of blood" speech (on which his only regret is that he did not leave the quotation in Latin).

As the debate on Kenneth Baker's proposals gathers momentum, *The Education Programme* has started to subject them to close examination. Last week (BBC2, October 16) it weighed up the merits of testing, showing forms of assessment that are already in use and suggesting that the proposed tests may be trying to do too many things at once. Tonight's programme will look at plans to give schools greater control over their budgets, with a similar combination of examples from different schools and

opinions from different quarters. Should you want to escape from these contemporary problems, *The Brells* (ITV, from October 16) and *Fortunes of War* (BBC1, from October 11) offer a refuge in various corners of the past and illustrate the "old, traditional values" of the two main channels. The first, the story of a theatrical dynasty in the Twenties, shows ITV's belief in the family as the root of all drama, and in unambiguous characterization. Here, actors, playwrights and chauffeurs behave as *Upstairs Downstairs* has led us to expect that they should.

The BBC, meanwhile, demonstrates its commitment to literature, especially minor classics, and to more subtle dissection of relationships. All very reassuring in these confusing times.

Robin Buss

Ironically it was the Indian classical dancers Pushkala Gopal and Unnikrishnan who electrified the first night audience for *Dance Umbrella*. Flying Starts was the blanket title for The Place's cabaret opening, hosted by Rose English, a self-mocking comedienne showing off her six foot, pear-shaped frame in a spangled leotard and *Folies Bergères* head-dress. The ninth *Dance Umbrella* is, as always, a Festival of new choreography, though third-year Royal Ballet student William Tuckett's "Shropshire Lads" owed more to Frederick Ashton's lyricism than brave experimentation. The Cholmondeleys, a quartet of women dance satirists, dominated The Place programme. Their indulgent work belongs to the student workshop and has little bite or imagination. Jacob Marley's "Does your crumple go all crusty when you rub?" for *Adventures in Motion Pictures*, was much more exhilarating: a group of society's outcasts stand and sit vacantly in a dismal party, suddenly they break into frenzied movement.

The Belgian Anna Teresa De Keersmaeker has brought her *Rosas* company to the UK. De Keersmaeker is seen in the "dance world as a modern link with the twentieth-century expressionism of Mary Wigman and Kurt Joos. All women company, have a high profile this year: *Extremity's* "Grace & Glitter" tackled race and feminism and Jawole Zollar's New York company *Urban Bush Women* is one of the more sophisticated and theatrical on offer.

Another American visitor, Victoria Melis, is the first US choreographer to receive a Fulbright Arts Fellowship for her seven-month Place residency. She collaborates with visual artists, Lorie Lippman and Janet Zwarg. But if sexual politics is permeating contemporary dance, it is not only in the US. Lloyd Newson's



Anna Teresa De Keersmaeker's Rosas company in Barok

Grace and glitter

Julia Pascal on the ninth Dance Umbrella Festival

DV8 Physical Theatre presents "My Body, Your Body" based on Robin Norwood's book *Women Who Love Too Much*. Newton's theatre of violence emotions has quickly found a responsive audience.

Much cooler is Trisha Brown's experimentation in time and space. Her "Set and Reser", a collaboration with artist Robert Rauschenberg and musician Laurie Anderson, was seen here in 1983, as was "Opal Loop" danced in silence. She returns with these two and premieres "Newark". Brown is a still blossoming starlet, not quite 30, with a strong cult following in the

British work includes the Royal Ballet's Ashley Page with his company. Page manages to straddle the opposing worlds of classical and contemporary dance. Earl Lloyd Hepburn's *Images* is a success story which owes much to The Place's nurture. Hepburn's double bill "Let of Centre" and "Fillgree and Penumbra" is the result of a Greater London Arts/Dance Umbrella commission. Michael Popper's *Direct Current* is inspired by the comic strip "The Fantastic Four" and his new show, scripted by Marla Kahan, is "The Superhero Project". The National Youth Dance Company celebrates its third birthday this year and their programme includes new choreography from Lucy Bethune, Susan Crow, Viola Farber and Janet Smith. British dance artist Laurie Booth joins with Dutch composer Harry de Wit to produce "A Bone To Pick" and there are New Work Platforms involving Place choreographers Jonathan Lum, Jayne Lee, Ingegerd Lönroth and Americans Suzie Ater, Scott Clark, Gregory Nash, Catherine Tucker, Lucy Fawcett and Ari Ashley.

The Umbrella's extra events include "Meet the Choreographer" sessions, but the "Dance and the Media: As Others See Us" forum is perhaps the most controversial. At this event performers and critics will question why modern dance has such a low press profile. Video screenings, classes and an International Dance Course are all on offer as supplements to performances.

The Umbrella in London is at The Almeida, the Place Theatre, Sadler's Wells, the ICA and Riverside. Running now until November 21, *Dance Umbrella also tours to Cardiff, Manchester, Leicester, Bristol, Brighton, Plymouth and Dursley, Information on 01-791-4040.*

Radio Pop-up and listen

Treasure Islands (Fridays 11.47 LW) is Radio 4's new programme for grown-ups about children's books. It's first edition had more than a little about it of the forced jollity of Saturday morning kids' telly. There seemed a grave danger someone might actually shout, "Yes, you can tell books are fun 'cause I'm wearing a romper suit, aren't I?" In the end, this opening report on some of the zanier aspects of Children's Book Week kept within the bounds of sanity even if it was not particularly illuminating — although I admit it is told in that children like *Charlie and the Chocolate Factory*, pop-up books and the Mister Men.

With the second edition, the series seemed to find shape and purpose. This programme concentrated on one issue: books for babies. New Zealand writer, bookseller and pundit Dorothy Butler maintained that (in the words of the title of her book) "Babies need books". She also insisted that this means books with a text because not all parents possess the skill of ad-libbing a narrative around a testless picture book. Following on this, author Sally Emerson contributed a whistle-stop tour of some of the best books available for "readers" aged four months upwards.

Today's edition features multicultural literature, considers the under-representation of Blacks in contemporary fiction and questions whether you can in fact dictate to novelists. Next Friday's *Hallowe'en* edition brings us an interview with Roald Dahl and a discussion between Leon Garfield and Naomi Lewis on fantasy.

This series is presented by Penelope Lively who, despite being a children's writer of considerable note, sounds a little as if she is exploring a new world. The same might be said of the series itself. To borrow jargon from the textbook world, it does appear to be a course rather than a resource. However, its greatest importance lies in the fact that it exists at all. Full credit to producer Sally Feldman (deputy editor of *Women's Hour*) for winning it a corner of the network.

For more than a few readers of this paper, the highlight of the broadcasting week must have occurred last Saturday. In what purported to be a comic monologue on *Loose Ends* (Radio 4), Stephen Fry delivered a damning and unanswerable critique of some current education policies. His American alter ego demolished the concept of parent power for being undemocratic and deplored a society which butchers university art departments but approves teenage page-three nudes. His main drift was that genuine education leads to freedom. "Training is what you do to pear trees."

David Self

ENDPAGE

Michael Clarke on Manners and Morals at the Tate; Robin Buss on River's Edge; theatre reviews, page 48

the small POPPIES

David Holman

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Wig fad

The School For Scandal Birmingham Rep.

It's a treat to see one of the theatre's classics given such a scintillating yet straightforward production. Director John Adams imposes no directorial twist; Sheridan would recognize his own play and delight in this stylish evocation of London's beau monde of 1777, its fashions and fads interpreted by designer Simon Higlett; the library of fake books affected by the hypocrite Joseph Surface, the gallery of despised family portraits and well-stocked cellar of his gay-brother Charles, the black major domo, Rowley, and small black page of Sir Peter Teazle's household and even the ascent in a hot air balloon by those two old news and novelty seekers, Crabtree and Backbite.

The self-regarding display of these rich and leisured people is caught in their extravagant wigs and costumes, their colourful plumage offset by the restraint of the settings, a series of architect's drawings in tones of grey and white.

Fortunately, performances are not eclipsed by all this visual interest. The gossip is tossed lightly back and forth, its stings always deftly timed, and the characters add the interest of a fully developed personality to their place in the social fiasco, with an outstanding partnership from Christopher Benjamin and Mervil Scholfield as Sir Peter and Lady Teazle — a long-time bachelorette at the mercy of a young wife. The production runs until October 31 with matinees on Thursdays and Saturdays.

Ann FitzGerald



Bob Dylan as Billy Parker in Hearts of Fire

Twisting the heart

Bob Dylan and Tom Petty and the Heart-Breakers, Alone and Together. Wembley Arena. Hearts of Fire. Odeon Marble Arch.

It may not be fashionable to like Bob Dylan any more but he can still twist the heart out of a song like no other singer. On each night of his Wembley concerts an audience which had sung along with "Like a Rolling Stone" cheered "I Shall Be Released" and danced in the aisles to "Watching the River Flow" were transfixed to silence, tears, by the plaintive "Tomorrow is Such a Long Time".

At 46, Dylan remains the vagabond

poet with a keen eye for frailty and desire. Melodious singing in songs like *Shelter from the Storm* reminded us that he is a lover, sexy good tunes like the reggae "I and I" and "I'll Be Your Baby Tonight" that he is an earthy, human love. The poignant wail of his harmonica solos brought us back to "Forever Young", written for one of his sons.

But as well as a poet of experience so fiercely personal it is universal, Bob Dylan is also a rock 'n' roll star who's been playing for 30 years. Within that medium his range is impressive, whether he is crooning out "Maggie's Farm" or turning "Knockin' on Heaven's Door" into an anthem. When he brings on his female gospel singers

to rock up "You Gotta Serve Somebody" and the spine-chilling "In the Garden", or when he just gets down, home funky in "Just Like a Woman", this man knows what he's doing. At last, too, he again has a band behind him who are tight and bright.

Tom Petty and the Heart-Breakers never missed a beat or a note despite Dylan's extensive re-working of his repertoire — he played different sets each night. The band swung into waltz-time for "Simple Twist of Fate", plunged on the keyboards for "I Shall Be Released" and got that old folk tone for "St. Augustine". Their own set was hot-blooded rock 'n' roll fancied up with Southern nostalgia and a few hard-edged love songs. Whether ripping the joint up with "Reelin' and Rockin'" and their own hit "American Girl" or twanging the chords in Conway Twitty's "The Image of Me", the Heart-Breakers proved they have a sound as crisp and brilliant as any band around. A ticket to ride on the roller-coaster of emotion which Dylan evoked.

Victoria Neumark

Unfortunately, it is hardly such a peak experience which awaits you in *Hearts of Fire*. Though Dylan's considerable charm and presence light up a few scenes, the film in no way captures the fascination of the rock scene which is its milieu. Essentially Dylan is miscast, as a loser, and Richard Marquand's sloppy direction does nothing with his charisma on stage or singing, as it also fails to convince in its last re-working of the young-girl-older-man-younger-man triangle. Of Rupert Everett the least said the better. Fiona has a creditable shot at the aspiring singer who takes up with the ageing Billy Parker (Dylan) on her way to the top, but she is just too bouncy and he too withdrawn for the chemistry to flow.

Betty Tadman

Brotherly love

The Everly Brothers Royal Albert Hall, October 8.

There wasn't a dry eye in the Albert Hall as Don and Phil Everly tugged at the heartstrings of the over forties with the ready harmonies and primitive beat that once shook the juke boxes of the rock 'n' roll years. Of course, the housewives, accountants and media folk have long since abandoned their hoop petticoats and crepe soles — there wasn't a hand live in sight as they listened in silence, punctuated only by an occasional request for an old favourite. Even when pianist Peter Wingfield — feet on keyboard Little Richard-style — sent the temperature rising with "Lucille", the audience responded with reserved appreciation.

The brothers, who are 40 and 42, were accompanied by an entry fee of £2.50. The singing was in April 30, 1988. Words: International. Tickets: £1.50, £2.50, £3.50, £4.50, £5.50, £6.50, £7.50, £8.50, £9.50, £10.50, £11.50, £12.50, £13.50, £14.50, £15.50, £16.50, £17.50, £18.50, £19.50, £20.50, £21.50, £22.50, £23.50, £24.50, £25.50, £26.50, £27.50, £28.50, £29.50, £30.50, £31.50, £32.50, £33.50, £34.50, £35.50, £36.50, £37.50, £38.50, £39.50, £40.50, £41.50, £42.50, £43.50, £44.50, £45.50, £46.50, £47.50, £48.50, £49.50, £50.50, £51.50, £52.50, £53.50, £54.50, £55.50, £56.50, £57.50, £58.50, £59.50, £60.50, £61.50, £62.50, £63.50, £64.50, £65.50, £66.50, £67.50, £68.50, £69.50, £70.50, £71.50, £72.50, £73.50, £74.50, £75.50, £76.50, £77.50, £78.50, £79.50, £80.50, £81.50, £82.50, £83.50, £84.50, £85.50, £86.50, £87.50, £88.50, £89.50, £90.50, £91.50, £92.50, £93.50, £94.50, £95.50, £96.50, £97.50, £98.50, £99.50, £100.50, £101.50, £102.50, £103.50, £104.50, £105.50, £106.50, £107.50, £108.50, £109.50, £110.50, £111.50, £112.50, £113.50, £114.50, £115.50, £116.50, £117.50, £118.50, £119.50, £120.50, £121.50, £122.50, £123.50, £124.50, £125.50, £126.50, £127.50, £128.50, £129.50, £130.50, £131.50, £132.50, £133.50, £134.50, £135.50, £136.50, £137.50, £138.50, £139.50, £140.50, £141.50, £142.50, £143.50, £144.50, £145.50, £146.50, £147.50, £148.50, £149.50, £150.50, £151.50, £152.50, £153.50, £154.50, £155.50, £156.50, £157.50, £158.50, £159.50, £160.50, £161.50, £162.50, £163.50, £164.50, £165.50, £166.50, £167.50, £168.50, £169.50, £170.50, £171.50, £172.50, £173.50, £174.50, £175.50, £176.50, £177.50, £178.50, £179.50, £180.50, £181.50, £182.50, £183.50, £184.50, £185.50, £186.50, £187.50, £188.50, £189.50, £190.50, £191.50, £192.50, £193.50, £194.50, £195.50, £196.50, £197.50, £198.50, £199.50, £200.50, £201.50, £202.50, £203.50, £204.50, £205.50, £206.50, £207.50, £208.50, £209.50, £210.50, £211.50, £212.50, £213.50, £214.50, £215.50, £216.50, £217.50, £218.50, £219.50, £220.50, £221.50, £222.50, £223.50, £224.50, £225.50, £226.50, £227.50, £228.50, £229.50, £230.50, £231.50, £232.50, £233.50, £234.50, £235.50, £236.50, £237.50, £238.50, £239.50, £240.50, £241.50, £242.50, £243.50, £244.50, £245.50, £246.50, £247.50, £248.50, £249.50, £250.50, £251.50, £252.50, £253.50, £254.50, £255.50, £256.50, £257.50, £258.50, £259.50, £260.50, £261.50, £262.50, £263.50, £264.50, £265.50, £266.50, £267.50, £268.50, £269.50, £270.50, £271.50, £272.50, £273.50, £274.50, £275.50, £276.50, £277.50, £278.50, £279.50, £280.50, £281.50, £282.50, £283.50, £284.50, £285.50, £286.50, £287.50, £288.50, £289.50, £290.50, £291.50, £292.50, £293.50, £294.50, £295.50, £296.50, £297.50, £298.50, £299.50, £300.50, £301.50, £302.50, £303.50, £304.50, £305.50, £306.50, £307.50, £308.50, £309.50, £310.50, £311.50, £312.50, £313.50, £314.50, £315.50, £316.50, £317.50, £318.50, £319.50, £320.50, £321.50, £322.50, £323.50, £324.50, £325.50, £326.50, £327.50, £328.50, £329.50, £330.50, £331.50, £332.50, £333.50, £334.50, £335.50, £336.50, £337.50, £338.50, £339.50, £340.50, £341.50, £342.50, £343.50, £344.50, £345.50, £346.50, £347.50, £348.50, £349.50, £350.50, £351.50, £352.50, £353.50, £354.50, £355.50, £356.50, £357.50, £358.50, £359.50, £360.50, £361.50, £362.50, £363.50, £364.50, £365.50, £366.50, £367.50, £368.50, £369.50, £370.50, £371.50, £372.50, £373.50, £374.50, £375.50, £376.50, £377.50, £378.50, £379.50, £380.50, £381.50, £382.50, £383.50, £384.50, £385.50, £386.50, £387.50, £388.50, £389.50, £390.50, £391.50, £392.50, £393.50, £394.50, £395.50, £396.50, £397.50, £398.50, £399.50, £400.50, £401.50, £402.50, £403.50, £404.50, £405.50, £406.50, £407.50, £408.50, £409.50, £410.50, £411.50, £412.50, £413.50, £414.50, £415.50, £416.50, £417.50, £418.50, £419.50, £420.50, £421.50, £422.50, £423.50, £424.50, £425.50, £426.50, £427.50, £428.50, £429.50, £430.50, £431.50, £432.50, £433.50, £434.50, £435.50, £436.50, £437.50, £438.50, £439.50, £440.50, £441.50, £442.50, £443.50, £444.50, £445.50, £446.50, £447.50, £448.50, £449.50, £450.50, £451.50, £452.50, £453.50, £454.50, £455.50, £456.50, £457.50, £458.50, £459.50, £460.50, £461.50, £462.50, £463.50, £464.50, £465.50, £466.50, £467.50, £468.50, £469.50, £470.50, £471.50, £472.50, £473.50, £474.50, £475.50, £476.50, £477.50, £478.50, £479.50, £480.50, £481.50, £482.50, £483.50, £484.50, £485.50, £486.50, £487.50, £488.50, £489.50, £490.50, £491.50, £492.50, £493.50, £494.50, £495.50, £496.50, £497.50, £498.50, £499.50, £500.50, £501.50, £502.50, £503.50, £504.50, £505.50, £506.50, £507.50, £508.50, £509.50, £510.50, £511.50, £512.50, £513.50, £514.50, £515.50, £516.50, £517.50, £518.50, £51

RESOURCES



Things past

Jessica Saraga visits a place to remember

A Reminiscence Centre sounds like a recipe for self-indulgence. And it is, a wonderful one; not just for the reminiscers, but for anyone who steps inside. Age Exchange, a theatre company which stages plays based on pensioners' memories, also publishes them in book form. Some of the themes are Christmas, leisure in the Thirties, women in the Second World War, and health care before the NHS. The two latest are Caribbean health and diet, and the Jewish East End. Now Age Exchange has its own permanent base, the Reminiscence Centre, just opposite Blackheath Station in south east London. Behind the shop front, it is an exhibition, living museum and drop-in centre all rolled into one. It's open all day, Monday to Saturday. You can go to reminisce or you can go to learn. There are volunteers - mainly pensioners - to share their memories and guide you round the exhibits. The most striking is a complete shop transported through space and time from pre-war Hackney. The shopkeeper had never updated or thrown anything away. Bad for business, brilliant for posterity. In its stout wooden counter's myriad drawers are all the original items of a general store, lovingly cleaned up by pensioner

volunteers: balls of string, bundles of firewood, custard powder, matches, scales, kitchen range cleaner, mouse-traps, and a 45-year-old fruitcake displayed at a rather pricey 17/6d. The back room is used for temporary exhibitions - a bakelite exhibition currently, to be succeeded by women's magazines from the Second World War, and then a Christmas exhibition. After bakelite was invented in 1907, everything imaginable was made of it for the next couple of decades, and it's all there. Napkin rings, egg cups, radios, picnic sets, telephones and toy trains, suitcases, fountain pens, jewellery, buttons, lampstands are on show. A 90-year-old visitor revelled in the memories, and provided some finer points of identification. "That's not a square of floor covering underneath an almost totally bakelite 'loom'. 'Not linoleum. That's a conglomolium. I've often wished they'd bring it back'."

The force behind the centre is Age Exchange's artistic director, Pam Schweitzer. Her background is in teaching and drama, and it was her reminiscence classes in the ILEA adult education programme which started all this off. Now in the youth theatre workshops which run at the centre, young people can work with old, on

themes such as evacuation and seasonal shopping. Retirement courses and training in reminiscence work are on the agenda, too. Pensioner volunteers at the centre, whose memories have formed the basis for Age Exchange's productions, say what a wonderful experience it has been. "You relax in re-living it. You get lost in it, like reading a book."

Pam Schweitzer is very keen that the resource centre should be used by schools as well as the local community. Teachers can borrow the portable displays of mounted photographs or, better still, arrange to visit the centre so that their classes can identify objects and talk to pensioners, as a basis for history or drama. It's vital to book, though, so that staff and volunteers can lay on whatever organization and support is required. Pensioners dropping in is one thing - school parties dropping in is something else again. But once there among the relics and remnants of everyday life, with such eloquent and absorbing guides, anyone is bound to linger.

The Age Exchange Reminiscence Centre is at 11 Blackheath Village, London SE3.

User's manual

Vince Hall reviews a new guide showing how to operate your BTEC

BTEC Teacher's Guide £37.50 + p&p
Business and Technician Education Council, Upper Woburn Place, London WC1H 0HH.

Most readers will be familiar with a popular television programme where people are put into embarrassing situations by a carefully laid plot of family and friends in league with the programme organizers. When it comes to the crunch moment and all is revealed, the victim tends to react with some unprintable four-letter word which is disguised by a beep.

I thought this might be happening when I was listening to the audio tape which accompanies the *BTEC Teacher's Guide*. The interviewer, John Humphries, says "It only costs £37.50", and then there is a loud beep. I eventually realized it was one of the continuity cues.

Why should anyone, I asked myself, want to pay this amount of money to the Business and Technician Education Council in order to understand how to run their courses? After all, don't most complicated products come with a manual to explain how to use them?

So, the question remains: is it worth buying the guide for colleges? In an introduction, the author, John Humphries, suggests that although his original brief was to write something which would help solve the difficulties encountered by people new to BTEC, it was decided to produce material

that, while primarily designed as an independent learning pack, could also serve as a resource pack for experienced staff to use when leading group introductions in their colleges.

I am not altogether sure how the new member of staff would cope without help. The actual arrangement of the file does not help. It consists of a glossy ringbinder with a number of inserts and an audio tape. There are three core pamphlets inside - *Introduction to BTEC Teaching*, the *Study Guide*, and the *Resources Guide* - although this is not obvious until one has looked through several times. The separate contents list is not identified as such, but just called *Teacher's Guide* and the preface, which would clear up some of the confusion, is tucked at the back of the contents list.

The main pamphlet, *Introduction to BTEC Teaching*, does have some very useful sections for the new member of staff and even for the more experienced member of a BTEC course team. Although it is brightly presented, it would have been less dense and the section headings had been larger. The text does occasionally lapse into what is known in many staffrooms as "BTEC Speak". I cannot imagine sentences like "Indicative content comprises topics, concepts, principles and other content to which principal objectives relate" (p34) tripping lightly off the tongue of the latest course team recruit.

The related *Study* and *Resources* Guides do give helpful methods of

tackling the mass of information in the file and may well be useful to those in further education teacher training or introducing new staff. The majority of the space is taken up by BTEC publications ranging from particular subject and course guidelines, through BTEC circulars, to major policy documents like *Policies and Priorities into the 1990s*. Much of the audio tape is interesting, particularly the interview with the BTEC regional coordinator, although I found the interviewer's technique of asking every question in two different ways somewhat irritating.

I was worried that this publication would date quickly. The four lines on the National Council for Vocational Qualifications in the section "Current Influences" hardly does justice to the major impact that the new National Vocational Qualifications will have on FE colleges over the next four years. This could easily have been anticipated if the guide had been based on loose leaves, which could have been updated on a regular basis, and not on bound pamphlets. The guide does do several things well. It explains clearly the central plank of BTEC philosophy, like common skills and core themes, to people who may have only dealt with single subject teaching and examining. It deals simply with the steps involved in making a submission for a new course. It also covers practical matters that the experienced practitioner can sometimes take for granted, like working in course teams and linking with employers. For this alone it is probably worth buying one copy for your college.

However, my feeling is that BTEC ought to have given one folder free to every centre and sold others on a subscription basis, which would have covered regular updates.

Vince Hall is vice principal of Altrincham and Wharfedale College, Leeds.



Sketches

Views from the Past
British Library
King's Library until January 31

Fine drawing combines with rich human interest in an exhibition of vignettes from the past mounted by the British Library. Many on view for the first time, they range from a mid-16th-century sketch of Queen Elizabeth I in procession to a 19th-century view of Sunderland Bridge. There is a view of Tahiti as seen by Captain Cook, a town planner's drawing of old Knightsbridge and a Rowlandson's eye glimpse of seamen in the Medway.

The camera may have replaced the traveller's pocket sketch book but it rarely rises to the immediacy and charm captured here. This applies whether the work was prompted by an urge simply to catch a passing moment, as in John Thomas Smith's drawing of a corner of old Fleet Street in 1794, or the sternly practical motive behind the work of military engineers such as Thomas Phillips's 17th-century drawing of Mount Orgueil Castle, Jersey.

In the same category is a delightful drawing of fortifications at Carrickfergus, Ireland, c1560; but far from being intended to delight the sovereign, it was meant to alarm her about their dilapidated condition.

Elsewhere there are gentle views of Georgian England: Arundel Castle before it was restored, the ruins of Fountains Abbey, Hatfield House in its prime, a Rowlandson watercolour of Taplow, Buckinghamshire.

The exhibition is not large but there is plenty of material to interest teachers whose specialisms lie in history, geography or the arts. Those who cannot get to London need not feel deprived. Ann Payne, who mounted the exhibition, has produced an illustrated book, *Views from the Past*, which contains all these pictures and more. It lacks a list of illustrations but it would not be difficult for a school librarian to draw one up and it is certainly worth a place on the shelf. Published by the British Library, it costs £5.95.

From next year the British Library is hoping to open its own shop for the sale of facsimiles, so in future schools should be able, prices permitting, to mount their own exhibitions.

Owen Surridge

Musical youth

Body and Voice
The Consortium, ILEA
Songbook and three cassette tapes,
£14.95 plus VAT
LDA, Duke Street, Wisbech, Cambs.

Body and Voice is a new pack designed for youngsters with severe learning difficulties, including 70 musical activities which use both traditional and original tunes. The activities are divided into three sections.

The first, "Swing Up, Swing Down", is aimed at very young and multiply handicapped children. The songs encourage the development of co-ordination, eye to eye contact and

body awareness, as well as a high level of interaction, both adult to child and child to child. The child can be addressed through the song in, for example, "Look and Sing", which greets individuals by name, or in "Let me hear you", which asks individuals to play percussion instruments, facilitating natural communication through music. In many of the taped songs, gaps are left to insert different names, and there are often useful instrumental verses.

"Roly Poly", the second section, aims to help develop instrumental and improvising skills. Songs focus on the development of rhythmic awareness through actions using the whole body, and on the association of tunes with

different actions, while maintaining a high level of interaction. In the third section, "Good morning friends", aimed at older children, the songs explore topics such as "Friends", "Disco", "Shops" and "Feelings".

A plus-point of this pack is the inclusion of cassettes which facilitate the interaction so essential when working with children with special needs. The introductions, interludes and endings of the taped songs are good, although it would be helpful if they were indicated in the song-book. Lively accompaniments are combined with a slow singing pace which, with repetitive lyrics, helps young children to keep up.

Although it has been designed for those with severe learning difficulties, this pack can provide something of value to any group of children.

Judith Moreland

Online

IT HAD to happen: hot on the heels of word processing, spell checking and style analysis software comes *MindReader*, a program which adds artificial intelligence to your typing. The program (for IBM compatibles only) tries to guess what you intend to type from the first few characters. A pop-up box displays possible words in order of probability; if the one you want is shown, you select it with a single keypress. If not, the guesses change as you continue typing.

Function keys 11 to 14 provide suffixes, plural forms, participles (adding -ing) and past tenses automatically, but not infallibly - maybe because the programmer, Kalman Tolth, is Hungarian. "The puppy swims in the pond" becomes "The puppies swam in the pond" by such means: a good stimulus for investigating the irregularities of the English language, perhaps, but not a reliable means of document production.

As it becomes more familiar with your habits and favourite phrases, *MindReader's* performance "improves" - though you may not regard the effortless keying of clichés as an improvement. Continuous prompting and spell-checking could be a boon to young children and poor typists, though. *MindReader* is distributed as shareware (See *On line*, Sec 11) by Brown Bag Software UK, (P&R, 25 Cannon St, London EC4A 3HN) which means that you can try it free, but registered users pay a very reasonable £33.

NEER MATSON, one of the more talented software designers around, has produced a special single- and double-switch version of the splendid *Big Calculator*. This adds to the flexibility of the original version, which allows user input from touchscreens, joysticks, lightpen, mouse and Concept board in addition to the keyboard. Now children or adults with very severe physical handicaps can - as long as they can operate a switch - do calculations in base 2 to 10, and design and use customized calculator layouts.

The software was extended in response to requests from special schools, and with advice from the ACE Centre in Oxford. Schools which bought the original package can upgrade by returning their disc only to 4Mation, Linden Lea, Barnstaple EX32 9AQ.

ENGLISH TEACHING with Computers (ETC7) is a one-day conference at St Andrew's College of Education, Glasgow G61 4QA on Saturday November 28. Registration costs only £10 and includes lunch, refreshments and a disc of ukaway software for BBC Micro. Organizer Eddie Boyd hopes to launch a Scottish association to promote and support English teaching with computers on the day. Contact him at St Andrew's (Tel 041-943 1424) for details; registrations close on November 9.

The programme offers a range of workshops, for anyone from beginners to those at the "leading edge", because all participants will have their hands on micros at two practical sessions, there's a ceiling of 90 places. Workshops include adventure games, word processing, simple authoring systems and Mike Thornton's newsroom simulation - in which participants write, edit and present their bulletin to video camera; this software is included on the take-away disc. The prize for courage must go to Rosetta McLeod, who is offering a session with the province-tempting title "Simple foolproof packages".

Computers in Schools, the periodical of MUSE (the association for micro-computer users in education) has been redesigned. *Information Technology and Learning (ITAL)*, recognizing that people include IT beyond computing and learning outside schooling. The October issue includes articles on progressive databases, TTNS, the RE-SOURCE publishing approach and the fifth generation.

The magazine is included with MUSE membership, which costs £15 per annum. MUSE also offers computer insurance at much cheaper rates than household policies: contact Caroline Buchanan-Hall at MUSE for details. The address is MUSE, PO Box 43, Houghton-on-the-Hill, Leics LE17 9GX.

Jacquetta Magarry

COMPUTERS/IT

Who uses micros?

Jackie Griffin investigates their take-up across the curriculum

The use of computers as an aid to teaching across the curriculum has increased substantially in recent years. Teachers have been strongly encouraged to use them by organizations such as the Micro-BBC and even the Department of Trade and Industry. In addition, there is a popular conception that, as computers are tools of the future, today's students need to use them to prepare themselves for tomorrow. The introduction of the GCSE and the CPVE have further contributed to the pro-computing lobby.

Fortunately, there is ample evidence from research and practice that computers can contribute effectively to successful learning. So it is not surprising that many teachers include them within the range of resources that they may call upon to increase their range of teaching skills and strategies. What is more surprising, perhaps, is that the number of teachers who use computers is still relatively small, and unequally distributed across the curriculum areas.

It could be that teachers are reluctant to use computers for the same reasons that they can be reluctant to implement any other innovation. They may prefer to retain their tried and tested teaching methods, or they may not feel that they understand the implications of the innovation. They may feel that they are being forced into making changes against their will, or that they are not provided with adequate support. They may want to try out the new approach, but find that they are too tied up with everyday

problems to find the time and energy. Or it may be that some teachers' reluctance is related to the nature of computers - a sort of "computer phobia".

In trying to find out the reasons for the patchy acceptance of computers, I decided to investigate a number of the "converted": teachers who had taken the plunge and had been using computers in their lessons for some time. It seemed possible that there would be particular patterns in their attitudes and behaviour that might help to define strategies for encouraging more reluctant teachers.

The investigation took the form of a questionnaire distributed to secondary school teachers who had purchased particular educational software packages for maths, chemistry and history about three years ago. It asked how the package had been used in the school, what teachers thought of it and why they had bought it. It also collected answers which gave some indication of the teachers' attitudes towards the use of computers, and of what they saw as their schools' attitudes.

The findings can be summarized into three areas, concerning the software packages, the teachers and their schools. Some of the issues from the three areas were correlated to see if there were any significant relationships between them.

A rather uncomplicated picture emerged of the way teachers use and select software packages. Generally the packages were rated as being above average. Where particular aspects of them were rated separately (teachers' notes, students' materials,

program, ease of use), the teachers tended to rate each aspect very similarly. This could be because all the parts really were equally good, but it could also be that the teachers were responding to an overall impression of the package. As might have been expected, teachers used higher-rated packages more often, and produced additional teaching materials to accompany them.

The most common reasons for buying software packages were to motivate the students, to try a new method of teaching, or simply a desire to use computers. About a third of the teachers reported that they had even changed the content of their courses in order to use the package. Teachers generally found out about software from publishers' mailshots and advertisements in magazines, rather than from more impartial sources.

The teachers were very positive in their attitudes to computers and no difference was found between the attitudes of those from different types and sizes of school, for example single-sex and mixed schools and schools with or without sixth forms. However, teachers from independent and selective schools were found to have significantly less positive attitudes towards computers than their colleagues in comprehensive schools. Generally, the teachers perceived their schools to be supportive towards the use of computers.

No differences in attitude were found between teachers with respect to their sex or subject specialism or status. However, most of the respondents were heads of departments and

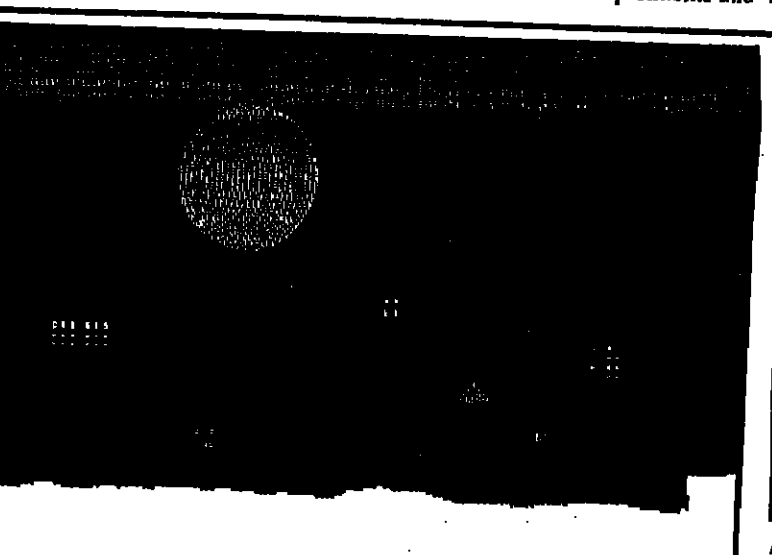
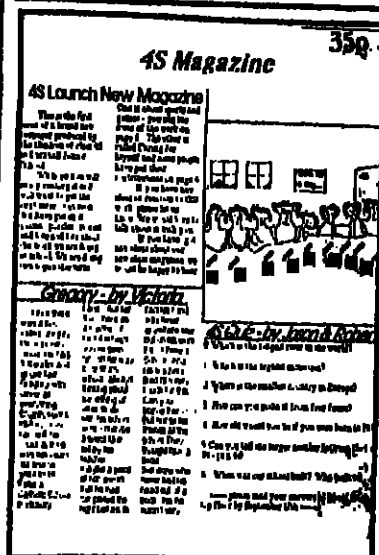
the vast majority were male, which no doubt reflects the male dominance in maths and science and in positions of responsibility.

About a third of the teachers had attended less than 10 hours of in-service training in the use of computers in education. Those who had attended more than 20 hours were found to be more positive than their colleagues who had attended less. Many of the teachers also taught computer studies and they were more positive towards the use of computers than the rest.

Interestingly, the number of lessons in computer studies in schools made no difference to the number of times or counters the argument that computer studies can be a barrier to the use of computers across the curriculum. In fact, it appeared that the computer studies teacher was often the school's focus for it.

The most notable factor in encouraging the use of computers across the curriculum is the availability of appropriate support for teachers, both within their schools and in the form of in-service training. In-service training would also help to develop teachers' perceptions of computer assisted learning from the rather naive view discovered here. However, it is evident from this small-scale investigation that there is no clear, single factor which can be guaranteed to increase the use of computers across the curriculum but many interrelated elements.

Jackie Griffin is inspector for information technology and business studies in Croydon.



Above, left: samples of NewSPaPer's capabilities. Far left: class production

Read all about it

Mark Sealey has the latest scoop

NewSPaPer
For the RM Nimbus - Network or standalone.
Two 3.5" discs and two manuals £75 (standalone) £199 (Network) + VAT
Software Production Associates, PO Box 59, Leamington Spa CV31 3QA.

Let me say at the outset that I like NewSPaPer and cannot remember when I last enjoyed using a program for review with children so much. This latest SPA release is aimed at a wide area of the curriculum and can be used with children of any primary age and upward and in almost any activity - in and out of school.

NewSPaPer is a complete package that will allow you to design the layout and complete the content of an A4 size page containing both graphics and text. It would be understood without a mouse. There are few icons as such but the task of deleting, say, is made easy by physically dragging items and/or pages into a "to be deleted" box. You are almost always asked for confirmation before these (and most other) changes are effected. There is sufficient variety of commands at each stage to mean that you can be as ambitious or as cautious as you want.

Needless to say, you can almost always return, improve and rethink sizes, content and layouts. This is one of the most valuable features for children. It is, however, a pity that changing the font in the word-processor, the "Reporter's Desk", doesn't repeat what you've already written.

space that an article or picture will need. There is control over borders and colour - for those lucky enough to have an Integrex printer. There are plans to move further forward by supplying a printer driver for Postscript Laser printers... and backward by producing a version of NewSPaPer for the 4802i.

Operations are mouse driven. Although it is possible to use the keyboard alone throughout, I cannot think of a program whose potential would be understood without a mouse. There are few icons as such but the task of deleting, say, is made easy by physically dragging items and/or pages into a "to be deleted" box. You are almost always asked for confirmation before these (and most other) changes are effected. There is sufficient variety of commands at each stage to mean that you can be as ambitious or as cautious as you want.

Needless to say, you can almost always return, improve and rethink sizes, content and layouts. This is one of the most valuable features for children. It is, however, a pity that changing the font in the word-processor, the "Reporter's Desk", doesn't repeat what you've already written.

Trying different styles can thus be a little laborious. It is a good idea to prepare and print out a sample page, so that children can choose fonts from it. There is also a utility for designing your own fonts.

Graphics are provided by an improved version of *PaintSPA* (another SPA production) and the word processor is substantially WYSIWYG although text can be inserted by manually positioning the cursor if you are using the mouse: a little odd, I also found it slightly off-putting that, since text is divided into an (optional) headline and body, both cannot appear on screen simultaneously while editing.

Indeed, use of this suite is more to do with the skills of planning, placing and overall appearance than composing any one piece of writing or graphics. How does it measure up? The length of time taken to return to the main menu or move between "departments" probably has more to do with MS DOS than NewSPaPer itself, but many children will become frustrated with long waits, however painless to control, while moving backwards and forward to effect small detailed

changes. Inevitably there will be a tendency not to bother after a time.

This would be a shame as there is scope for some very sophisticated work. For example, the space between lines of text can be altered, and split into different numbers of columns. This alone will greatly encourage development of children's sense of presentation. Moreover there are some little touches that mirror true page layout in "real" magazines, such as forcing tight justification.

The usual printers are supported and with NewSPaPer come examples of artwork on a library disc and the facility to customize your version, for example to look for these files on the B drive: more welcome versatility.

Some examples of its many uses would be junior classes working on communications in any form, parents groups producing notices and newsletters, older children publishing almost anything, college students engaged on extended projects to do with the media and even infant display work - with help.

This suite has been a long time coming. It has been tested extensively and the final version not only lives up to the high reputation of the SPA team but should - despite the small shortcomings - meet the requirements of the most sophisticated user. It is expensive, but because it has the strengths of extensive features and ease of use, is likely to remain the standard for some time. It is well worth the outlay.

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MEDIA

From Moog to Midi

Another series of 'Rockschool' has begun. Nick Baker plays along

CONTINUING EDUCATION
Rockschool
BBC2 Tuesdays 7.35pm

The first series of *Rockschool*, BBC2's programme of practical information and advice for aspiring rock musicians, was a smash hit. After its 1983 debut it was repeated four times here and screened in the US, Canada, Australia, Denmark and Holland, where it topped the chart of English language non-drama programmes.

But four years is a long time in the rock music world, and the new series is much more concerned with technology, and how to put it to good use, concentrating on keyboard instruments, which have now become much more like computers and much less like pianos and organs. The greatest change has been from analog to digital technology, and the standardization of MIDI - musical instrument digital interface. It has become the *lingua franca* of keyboards, allowing them to link together and "play each other".

This week the first programme gave us an entertaining pocket history of electro-rock, taking us from Moog, via Mellotron, to MIDI and recalling the time when "serious" rock bands' stacks of keyboards were comparable to the height of the players' platform shoes. MIDI has simplified the hardware and advanced the technology. Now the talk is of sampling, sequencing and sound envelopes, and the skill of the players is more exercised in pre-programming instruments than in playing them live.

So whether virtuosity? "Programming skills are just as legitimate as playing skills," argues producer Chris Lent. "You don't have to be a Rock-n-roll innovator any more, but you do have to understand the technology."

And while the series goes into great



The Rockschooll Band

technical detail about how to achieve complex sounds at the touch of a (very expensive) button or two, there is plenty of virtuosity on show from the hands of the four tutor/musicians, as they demonstrate the physical and "emotional" skills of playing an instrumental solo. There's a slight problem in the style of the programme when the players stop talking to camera and start to emote through their instruments. It's a difficult switch to make "cold", but the music, all originally written to illustrate the various skills covered, more than compensates for the *Tomorrow's World* style of delivery.

TV technology helps here, too, with lots of Quantel cutting and screening.

and mixing. It looks very flashy and high tech, but the prime purpose is to cram as much into the 25-minute programmes as possible. Squeezed in between the teaching and the music there's an impressive line-up of top players, demonstrating their skills and talking about their work. Names include Omar Hakim, Herbie Hancock, Midge Ure, Jan Hammer and Jimmy Somerville.

The programmes aren't conceived to be used as tutors, with players emulating exercises as they stop and start their way through a video recording. Chris Lent likens them more to "seminars", looking at how a four-piece band works together rather than

approached.

If the first series is anything to go by, this one will also be followed closely by non-playing music fans, intent on finding out how U2 get that distinctive guitar sound and which are the keyboard brand names favoured by the stars.

But isn't the price of the new generation hardware a disincentive to young players? While the programme doesn't pretend to be a consumer guide, Chris Lent is convinced by his own experience as a former professional musician that the really discerning amateur will go to great lengths (including near starvation) to get his or her hands on the right gear.

Foreign news

CONTINUING EDUCATION
Téléjournal
BBC2 Mondays 11.20pm, repeated Sundays 10.55am.

A new look *Téléjournal* has begun. It is no longer possible to re-transmit the evening's news as broadcast in various European countries. Perhaps the immediacy will be lost, but the change may prove to be no bad thing.

Starting with eight programmes from France, *Téléjournal* will, from now on, present a review of the most interesting and important news items occurring in the previous week, backed up by a few "timeless" items. The big bonus here is that producer Bernard Adams and his team will have far more choice in what goes into the programmes. They will be able to select excerpts which meet the three criteria of providing stimulating language learning material, increasing interest in and knowledge of the various countries and showing how those countries view world events.

It looks like the re-vamped series is going to be even more useful and relevant than in the past with a nice balance of themes. The interviews in fractured English have disappeared and overall much more material is presented in French. An interesting and useful feature is that the Monday version will have sub-titles - captions for key phrases in the news items and gist sub-titling for the "timeless" excerpts - but the Sunday repeats may later in the series be run without, in response to those teachers who felt that superimposition of the written word was an intrusion.

Brian Hill

Motivation

CPVE-watcher Richard Evans on a new series

SCHOOL TELEVISION
CPVE: Skills for Living
ITV Schools/Yorkshire Television
Channel 4 Wednesdays 10.26am.

The Certificate of Pre-Vocational Education is now firmly part of the 16-plus school and college curriculum. The potentially radical nature of the CPVE is plain, given that its aim is to equip young people with skills and competencies through negotiated activities rather than through formally prescribed classroom tasks. There is little doubt that successful CPVE students are eminently employable and are able to progress on to other courses, whether they be vocational, such as BTEC, or on the more traditional academic route into higher education.

There seems, however, to be widespread confusion among employers as to precisely what the CPVE is trying to do. This may be partly due to its pre-vocational nature; although not strictly work-orientated, it introduces vocational areas.

Yorkshire Television has produced 10 programmes which may go some way to dispelling doubts about the CPVE. The programmes, appropriately selected, would be best shown to specifically targeted audiences as part of staff training, or as an introduction for parents and employers.

As with many educational programmes, one is led to wonder why the students shown appear to be better motivated, to have infinite facilities available to them and not to have the typical problems of missing classes or producing shoddy work. I do think that the series could have dealt with the difficulties involved in setting up a CPVE team and resource base for the first time, because the first year of a CPVE course can be disorienting. Specific programmes, such as numbers 1, 2, 3 and 10, focus on the CPVE itself (its purpose, ways of organizing projects and assessment and what to do after the course is completed), with the rest being "lived" and shown generally

context for life skills. The students come from a variety of educational backgrounds and show an obvious enthusiasm for the course. It would have been interesting to know why they chose the CPVE and whether any dropped out.

The organization of the CPVE is explained with a brief introduction to the different modules - introductory, exploratory and preparatory. The programmes establish that the course is concerned with an approach to work rather than with setting out what should be taught. A successful outcome really does depend on enough time being allowed for tutors and students to discuss assignments and assess the work achieved.

An interesting section in one of the early programmes shows a group meeting their moderator. He is challenging them to criticise their own work, which was already of a high standard, to demonstrate the procedures they had adopted to research, compile and produce a guidebook for tourists in their locality. A range of the skills were being assessed, from the obvious communications and numeracy skills, to handling the practicalities of working as a group, finding out information, and persuading organizations to supply illustrated material.

The series contains useful material for general life skills such as interview techniques, telephone skills and personal development. All the programmes highlight the importance of group activities. One is about a mini-business, and involves a loan from the college Student Union so that a group can buy a second-hand motorbike, rebuild it and sell it to repay the loan. So much for the claims that education has concentrated on non-essentials and is insulated from the real world. The series ought to persuade doubters about the value of the CPVE and confirm the successes that have already been achieved.

Further media coverage on page 47.

Science



Double award criteria

Many roads to heaven

IAN NASH

The first proposals for a GCSE co-ordinated science course which is designed from scratch to meet the national curriculum guidelines for The Sciences: Double Award are about to be published by the Nuffield Foundation Curriculum Unit.

Draft proposals were being considered by the Secondary Examinations Council as *The TES Science Extra* went to press, and, if accepted, they will take their place alongside some already well-established syllabuses such as the Suffolk and Salter science schemes.

With the push for a national curriculum with 21 per cent science for all in years four and five, and the availability of double award criteria to fit the bill, the argument for co-ordinated (and even integrated) science for all up to 16 seems to be won.

The argument over the best approach to syllabus design, however, is far from over. Barely was the ink dry on the Nuffield draft plans before sceptics were airing their views. The doubters were not, as one might expect, from the dozens of single sciences but from the lobby for co-ordinated science.

To find out why, it is first worth looking briefly at the Nuffield draft proposals which describe a course designed to set the content, ideas, skills, processes and applications of science in the broadest possible context. It aims to make both teacher and pupils continuously aware of the inter-relationships not only between the main areas of science, while allowing physics, chemistry and biology to retain their identity, but also between the sciences, technology and society.

"This co-ordination is the feature that distinguishes this syllabus from independent, self-supporting courses in the separate sciences on the one hand and integrated science on the other."

Relationships between the everyday world and what is taught in the classroom is a continuing theme throughout the Nuffield co-ordinated sciences, which also provide for extension work for teachers to devise teaching schemes that cater for pupils of different needs.

Each section of the syllabus - from the principles of biological classification to the nature of the environment, from use of electricity - is introduced by a statement to put the material into a context.

For example, when considering chemicals from plants, the teacher is told: "This section provides an introduction to elementary biochemistry with particular reference to carbohydrates and proteins. It provides an opportunity to

illustrate the wide variety of chemicals available from plants." Immediately it can be seen to be of primary interest to both the chemistry and biology teacher and, with a co-ordinated approach, the prime aim of eliminating unnecessary duplication, with which the single subject approach is burdened, can be appreciated.

This is accompanied by two columns of data: one lists "knowledge and understanding" which will be tested in examination papers, and the second describes "processes and problem-solving activities" appropriate to the context and pointing out the opportunities for co-ordination.

Throughout, "it is not the intention of Nuffield Co-ordinated Sciences to rewrite the now well-established aims of a balanced science course," say the proposals. "Rather, it has been the intention to develop a strategy by which these aims can be achieved."

But there are many roads to heaven, often with diverging paths. In the Salter science scheme, they tore down the entire structure and then rebuilt it, discarding redundant materials that did not fit in with the new architecture of a modern syllabus. The building bricks were not classifications but issues such as heating, clothing and food, setting the science immediately in a social context.

Suffolk education authority took the democratic road and asked every science teacher in the I.e.a. what they thought essential and then built a "consensus" model. Mr Leslie Smith, Suffolk science adviser, insisted that the new course "lacks nothing but essential duplication", but gains from having the confidence and support of all teachers from the outset.

In the process, all teachers were able to address the question of what pupils were "capable" of doing. "Up to 16 years, it is no good putting things forward if they are beyond the capabilities of children of that age." He added that the results were most reassuring about teacher expectations estimated when pupils were able to achieve if properly stretched.

He boasted: "This may sound swollen headed but I do not think Nuffield Co-ordinated Science is in the same league as us. We go along with the DES 5-16 science policy document and all that it recommends about skills and processes. In fact, no other scheme in the country has that," he insisted.

Mr Maurice Ebbson, education officer for the Institute of Physics has

picked on a more fundamental point that challenges not only the Nuffield approach but Salter and Suffolk too.

The Double Award relates to examinations, not to the syllabus. And the DES, for all it talks of double award science (two-thirds each of physics, chemistry and biology) does not mention it in the document.

"There is also a worrying assumption that physics, chemistry and biology serve adequately for all sciences, which include a diversity of disciplines from astronomy to the earth sciences. On this the DES does not sit on the fence, it pretends that the fence is not there."

Having said that, he points out that "many physicists welcome the co-ordinated approach, as I think I do, it is scandalous that biologists know nothing about physics and vice versa."

Unfortunately, he added, some science advisers have gone overboard in accepting the co-ordinated approach because it makes their job easier. "If you have a surplus of biologists, you no longer need to look for physicists. They solve social and economic problems while pretending it is an educational issue," he said.

Whether the question is one of autonomy of the specialist, syllabus design or teacher shortages, Mr Jeff Kirkham, director of the Secondary Science Curriculum Review, believes the worriers are prone to over-react. His scenario is that *The Sciences: Double Award* (or something like it) will come to the fore and Nuffield Co-ordinated Science, for example, will be taught initially by the specialists who will be attracted to other disciplines and on up teaching them. Physics, chemistry and biology teachers will give mutual in-service training support.

In the 1960s the three sciences were taught from year one but it is rare now to find a school where years one and two are not devoted to general science. Indeed, the Fairbrother-Skinner report last year showed a small but significant increase in the number of girls taking physical sciences higher up the school as a result.

Eventually, he envisages, there will be full integration, with the Fairbrother-Skinner factor influencing the choice of sciences from 11 to 16 and beyond.

Having mentioned Nuffield, he admitted having a soft spot for the Suffolk or Leicester Mode 3 schemes, where teachers within a well-defined geographical area have managed to build a whole I.e.a. approach. "I would like to see more I.e.a.s start with Mode 3 and build up to Mode 1," he said.

On a broader point, Mr Kirkham added: "Like it or not there is an imbalance in the old single subject curriculum. Physics, more than any other discipline is a criterion for further and higher education. We have now convinced the profession that balanced science is acceptable."

"Because the emphasis is less on

continued

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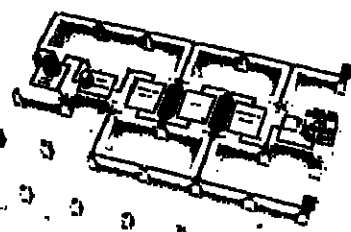
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Physics teacher shortage: an Open University contribution

Support package

JEFF THOMAS
KATHARINE PINDAR

Two imperatives may be said to have launched the Open University's new *Physics for Science Teachers* project, which will produce for next summer a multimedia package of materials designed for the support of science teachers up to GCSE level. These are the current shortage of well-qualified physics teachers to take GCSE courses - seen both in absolute terms, and in the context of the large numbers of teachers taking physics classes who are not themselves physics specialists - and the expectations now laid on science teachers to prepare themselves for teaching across a wide range of science, in pursuance of the goal of broad and balanced science for all.

With financial support from the DES and British Petroleum, the Open University has established a course team of its own experts on physics and distance-learning, working with practising science teachers, advisers, and consultants from the wider world of science education. The aim is to produce a package of learning materials which will help to provide the necessary in-service support for hard-pressed science teachers, by increasing their confidence and proficiency to teach physics either in single subject or double certificate options. Suitable for teachers of chemistry and biology now moving into physics, the package is fully supportive of the teaching of balanced science, focusing on the physics-orientated components of the modern balanced science curriculum.

In setting about its task, the OU team was well aware of the multifaceted nature of the response to the DES consultative document of 1986, *Action on Teacher Supply in Mathematics, Physics and Technology*, which is producing other laudable initiatives such as those proposing one-year full-time courses of further training for science teachers. However, the OU initiative is complementary to those offered by other institutions of higher education, with a unique mix of features likely to interest the other institutions, as well as teachers and I.e.s. advisers.

Combined distance and face-to-face teaching

The Open University is an established leader in the provision of distance learning courses and packages, well-known as such to the many teachers who have already topped up their professional qualifications with an OU degree, diploma or single course of study. At its core the *Physics for Science Teachers* package will be a self-contained distance learning course

based on physics content material drawn from existing OU science and technology courses, although greatly enhanced to cover the teaching needs - for social and technological applications, and for process as well as content - of practising teachers. Two of the six blocks of the package, moreover, will be specially written to cover contemporary issues of science teaching in relation to the everyday needs, practices and problems of classroom physics, and to look at the place of physics within the modern science curriculum.

While it will be possible for individual teachers to purchase and study the package as just described, to be fully effective the materials should be studied in the context of local support and provision. The OU team strongly recommends to purchasers that group study days should be arranged to give teachers the practical experience in the handling of equipment which they need, and the chance to discuss problems and classroom applications with colleagues and with an experienced tutor. The university is, in fact, aiming to provide its materials as one component in a blend of face-to-face and distance in-service training, with the partner being in many cases the I.e.s., at other times colleges who will embody the package in their own in-service training programmes, and in some cases consortia of schools. Through this partnership, already developing with many I.e.s. in England, a valuable face-to-face dimension may be added to the distance learning package.

School-focused, locally based

A further vitally important focus should be supplied by the developing partnership: the opportunity for teachers to study the package for part of the time in school surroundings, with access to the laboratories where teaching actually takes place. The recommendation of the university team is that I.e.s. should where possible arrange release of teachers for half a day a week to study the package, and one full day of group study per block is also urged. The package is expected to take, as a whole, up to 300 hours of study including the time required for group sessions, and it is suggested that the half-day release recommended, although a longer

study time would also be feasible. No extended period of release would be needed, and travel only to such local centres - whether another school, a teachers' centre or a college - as might be convenient for group sessions. The OU will be involved in the briefing of locally-based tutors, who may be experienced heads of science or college lecturers, depending on local availability.

In keeping with this local focus, it is envisaged that certification for the package will be arranged locally in the first instance, whether by the I.e.s. or college acting for it. The package is not an award-bearing Open University course, but a set of resource materials offered to local authorities, colleges and schools, to develop and enhance as local needs require.

Up-to-date teaching

Study of teachers' perceived needs for physics in-service training, such as that conducted earlier this year by Dr Robin Millar of York University, has shown that topic areas where non-physics find or expect to find major teaching difficulties include those of electric circuits, electronics and electromagnetism. The OU package will cover these and other major areas of physics required by the GCSE syllabuses with the aim of giving teachers both familiarity with and confidence in teaching the topics, including confidence in using electronic and other modern equipment. Moreover, as the six blocks of the package will be largely self-standing, teachers will have the option of concentrating on those areas of content where they have greatest difficulty or inexperience. The format of the package will allow flexible use of the topics, following its phased presentation in the summer of 1988.

To sum up, therefore, the *Physics for Science Teachers* package will offer the individual science teacher the opportunity to acquire further knowledge of physics and how to teach it, at his or her own pace, through a combination of home-based and school-based study, and with hands-on experience acquired at a local centre. The upheaval of extended release or removal from the classroom will be avoided, yet expert assistance and the advice of colleagues should be built in. With the help of its partners, the I.e.s. and others, the Open University will provide a package which addresses an immediate national need in a unique and attractive way.

Jeff Thomas is Leader of the Physics for Science Teachers Project and Katharine Pindar is Information Officer

Many roads to heaven continued

content and more on context and process, as well as trying to promote knowledge and understanding of science, it is less crucial to teach physics as physics," he said, fully aware that many would say this takes education down the path of financial expedience that Mr Gibson gave warning of.

It was always an issue that needed vigilant attention, he agreed, but those who played that card often did so with sleight of hand. "The shortage problem exists whether or not we move to balanced science." In the near future, that issue had to be tackled regardless. "In the long term, however, I think the study of balanced science will alleviate the problem," he said.

And for all the talk of one approach being preferable to another, the schemes are producing results which fit the double award scheme with only minor adjustment. Mr Smith said that the Suffolk syllabus "almost matches" it, apart from a few minor points.

He would like to see the criteria adjusted to encompass the needs of Suffolk but he admitted, "If we don't get our way on the double award then we will adapt our syllabus. It would be a matter of small changes and we are flexible enough."

The *Science Double Award* may not be the perfect model for everyone but they do seem to have concentrated the minds of science educators who are increasingly anxious to cut out unnecessary overlap.

Thematic

The Usborne Illustrated Dictionary of Chemistry. By J Wertheim, C Oxlade & J Waterhouse. Usborne £3.95, £5.95, 0 86020 822 2.

Eye-catching, with its numerous illustrations, concise text and colours so bright it was with some relief that I reached the short black and white section at the end, this dictionary will easily engage the students' attention.

The definitions, accessed alphabetically via the index, in the main text are grouped into themes, each of one or two pages, so the definitions are put into context and given more meaning. This works well for the physical chemistry themes, which occupy nearly half the book, except on the few occasions when the content seems compressed. The inorganic section gives brief summaries of the groups of the Periodic Table. There follows a good organic chemistry section, a token five-page reference to environmental chemistry, and a final general section. This organization of contents is suited to the more traditional chemistry syllabus.

The definitions given are sufficiently clear and accurate for students up to GCSE level. The writers suggest that the dictionary can also be used as a revision aid, but there is insufficient detail for the high fliers, and for the average student the reading level seems high.

Lynne Marjoram

EXTRA

Coping will be mandatory - the national curriculum will make it so

INSET: a priority for balanced science

JOSEPH HORNSBY

In the world of science education the combination of events over the last two years and the issues now looming on the horizon only serve to emphasize (as if teachers needed reminding of it) that we are part and parcel of a period of major and continuing change. And the pace is unlikely to slacken. Teachers and schools will have to cope not only with the introduction of the new curriculum but also with the process of change itself.

Coping will be mandatory - the national curriculum will make it so. However, all is certainly not doom and gloom. Teachers want to do a great deal more than just "cope" and there is much to be optimistic about. The development phase of the Secondary Science Curriculum Review (SSCR) revealed some outstandingly good practice in schools and highlighted the professional dedication of many science teachers.

Another promising sign is that increasingly teachers are expressing (some in public) a concern that their present level of expertise, while making a positive contribution to the changing framework of curriculum provision, may be inadequate to deal with all the different demands which will be made on them in the coming years.

This examination of the science teaching conscience emphasizes the crucial importance of in-service education and training (INSET). It must be sensitive to teachers' fears and encourage the sharing of good practice. In addition, it must assist practitioners to consider, to learn and to gain in confidence, and so enable them to deliver the kind of curriculum to which young people are entitled. The need for appropriate INSET is recognised by the DES in *Science 5-16: A statement of policy and a recent DES Press Release (24/7/87)*. The Secondary Science Curriculum Review, too, has made it an integral and consistent part of its proposals for introducing balanced science for all in the 11-16 age range.

Teachers will recall with mixed feelings the major focus on INSET for GCSE. Can things be different? Can they be better? To answer these questions we need to examine what is expected and what is on offer.

In terms of expectations it is clear that secondary schools of all shades, at least in the maintained sector, will be expected to move towards broad, balanced science in one form or another. In *The National Curriculum 5-16: a consultation document* (paragraph 77) the Secretary of State indicates that the new National Curriculum Committee (when it begins operation) should "capitalise on the achievements and work of the School Curriculum Development Committee." The SSCR is identified as one of these achievements.

Possibly for the first time in their careers, teachers have been asked, under the terms of the DES Circular 6/86, for their views on the type of INSET they consider would be most useful in their work. The process of consultation, while it has much to recommend it, has not been entirely successful; not least because of the timing and distribution mechanism for such circulars - and many seem to have been caught on the hop. Will the implementation of the 1988/89 proposals be different in their effects on teachers? Is it likely that as a result of many schools not grasping the opportunity during 1987/88, the authorities may change their *modus operandi*?

The reasons why schools may have been slow to act are not difficult to identify. One crucial factor is time: time to evaluate current provision; time to identify areas of concern; time

to plan and organise INSET appropriately for individuals and the department. Time is something in short supply in the teaching world. If you enjoy (sic) non-contact time (and primary teachers rarely do) it has to be shared out to cover all the other demands of a busy teaching programme.

The net result could be that decisions on the INSET priorities for schools are made without adequate consultation. Is there a way around this apparent obstacle? I think there is and I'd like to explore a particular and common scenario to explain this.

An individual teacher - it could well be the head of department - recognizes the inevitability of moving towards balanced science. This may or may not be as a result of I.e.s. prompting. Initially, a teacher may have to make a case to support the introduction of balanced science to replace the (likely) provision of separate, uncoordinated sciences. Such a case presented initially to fellow colleagues might stress the need for:

* The development of an INSET policy which identifies specific INSET needs.

Many local authorities now have, at least in draft form, a policy for science education. Such policies are required under the terms of the 1986 Education Act. Each science department should develop its own particular policy, in line with the I.e.s. parameters.

* The evaluation of current curriculum provision to identify good practice and possible weaknesses.

With appropriate training it is possible, desirable even, for the members of a department to carry out this curriculum analysis. Better still would be a geographic cluster of schools working together towards a common policy.

* The preparation of a submission to the governors seeking their support for the change.

* A collection of information/publicity material directed towards parents and employers to promote the new policy.

* Organization of the INSET programme to meet the needs of the department together with mechanisms to evaluate such provision and the process of change.

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The SSCR is using INSET to promote the implementation of balanced science and to disseminate the findings from its earlier work. It can offer advice, guidance and positive assistance through its regional project officers and through its publications in the *Better Science* series (reviewed in *The TES* 26.6.87). Particularly pertinent here are *Better Science: Learning how to teach it* (Curriculum Guide 12) which focuses on initial curriculum evaluation, identifies a range of INSET resources and provides an in-service "gateway" to the other 11 guides. It also contains a bibliography which will help in the development and running of school-based INSET.

Better Science: Making it happen is a case study of one school implementing change in detail of the negotiations likely to occur between a department and the school governors. In addition, the Review can provide teachers, advisers and INSET providers in higher education, with a range of support not always accessible through other sources. These include:

* access to a library of materials listed in *Better Science: A Directory of Resources* so that teachers can review before they buy;

* information about curriculum developments and where they are taking place;

* in-service activities directly related to specific needs identified by a school. These include INSET programmes and courses;

* materials which offer support in developing different learning and teaching strategies or contexts for science education;

* advice on resourcing the introduction of balanced science;

* negotiation, where requested with I.e.s. for INSET provision; and

* help in evaluating teaching materials.

The Review is also working with other organizations in the provision of in-service support. In January 1988, the BBC are to begin transmission of a science INSET Series, "Balanced Science for All". It can be used to complement or replace the school-based INSET developed by a science department. It focuses specifically on the teacher's work in the classroom.

Currently, much in-service education in science is managed by local authority advisers. With the advent of the national curriculum the present expectation is that their role will shift towards monitoring the implementation of that curriculum. At about the same time (August 1989), the Review's present funding will cease, thus removing another important science INSET manager and provider. What then? Make use of it while you can.

Joseph Hornsby, Secondary Science Curriculum Review

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Disseminating SATIS

JOHN HOLMAN

The story is told of the independent school head who addressed an audience of parents on his school's future curriculum plans. "We have considered the new GCSE examinations very carefully," he said, "and we have decided in the end to continue with O levels".

If the truth about GCSE took so long to percolate through, consider how much harder it is to spread the word about new curricular materials whose adoption is entirely voluntary. Anyone who has been involved in curriculum development knows that developing and writing is the easy part. The difficult thing is to get people using the materials, and using them in the way they are intended.

You only have to look at the Prep Room shelves in any school science department to see projects, worksheets, glossy brochures and resource books, the pride and joy of their creators, quietly gathering dust. When the Association for Science Education set up the SATIS (Science and Technology in Society) project back in 1984, we decided that we must build a dissemination programme into the project from the start if we were to avoid this problem.

The idea of the SATIS project is to help teachers show the social, economic, technological and related aspects of GCSE science courses. There is a specific requirement to include such aspects in the national criteria for the various science subjects, but there has been a shortage of suitable materials. We have produced a range of resource units, each quite short and linking to a specific science topic. For example, *Test Tube Babies* links with work on reproduction, *How Safe is Your Car?* links with forces and acceleration, and *A Big Bang* follows on nicely from work on combustion. Seventy units have been published so far, and a further thirty are due out in January.

SATIS units are designed to be interactive. Activities such as discussion, role-play, decision-making and data analysis are all featured, the idea being to get students more actively involved than simply reading or listening to the teacher. This interactive approach is one of the novel features of SATIS, and although it can be very effective in the classroom it takes time for science teachers to get used to some of these new techniques. This makes effective dissemination of the project all the more important.

In a way, spreading the word about SATIS has been relatively easy because we had a ready-made team to do the work. The project materials were developed by a group of teachers, all working voluntarily at weekends and

in their own time. The SATIS writing group is distributed around the country, and they comprise a ready-made network.

We began by writing to all the people we thought would be interested in organizing a session on SATIS. They included school leaders, ASE region secretaries, leaders of SATROs and tutors in university departments of education. We simply offered them a SATIS session on the condition that they paid the speaker's expenses.

At first we left it to the organizer to decide what kind of session should be held—a formal talk, a talk followed by a short workshop, a longer workshop or even a whole-day session. These sessions might be one-off occasions, perhaps an evening after school, or part of a longer programme of in-service training. We quickly discovered that the most successful sessions involved a minimum of talking on our part and a maximum of doing on the part of the teachers involved. The really successful sessions are those in which teachers use SATIS units in the way they are intended to be used by their students. It is only by such first-hand experience that teachers can really appreciate the effectiveness of, for example, a role-play or a group discussion.

In any case, a group of teachers is no different in the way they learn than a group of students—why should they be? They become just as saturated after half an hour of monologue as any class of 15-year-olds would—perhaps more so at 5 o'clock after a full day in the classroom.

Our sessions generally begin with a 10-minute introduction to the SATIS project and its general aims. We briefly show the teachers our publications, and then break up into smaller groups to try out one of the units. For example, a group of four might use *Dam Problems*, a role-play exercise concerning the environmental impact of large hydroelectric projects, or a smaller group of two or three might tackle *Electricity on Demand*, a decision-making task concerning electricity generation and the use of different types of power stations. Thirty minutes or so is usually enough for them to get a feel for the unit, and there is then usually time for them to tackle a second unit.

It is a delight to see the way tired,

classroom-weary teachers quickly become alive as they get involved in using the units. It is also interesting to compare the performance of a group of teachers with that of the students for whom the units are intended. Often the teachers actually find the units more difficult, because of the greater sophistication of their responses: they see nuances that most students would miss. One teacher in a session we held recently had the uncanny experience of working on the very same unit that he had set his class to do in his absence.

After the teachers have tried out one or two units, we come together again for a concluding discussion. These sessions are usually very lively, and the critical appraisal of the SATIS materials has provided valuable feedback to inform the further development of the project.

It is interesting to observe the response of different groups of teachers to the workshop activities. Physicists are usually the most reluctant to take part: perhaps they take more seriously than other scientists the purity of their subject, and have more serious doubts about "contaminating it" with social aspects. One of the most difficult

groups to get started was a meeting of exam board officials, who regarded the whole exercise with great suspicion. But after a cautious start they played their roles with as much gusto as the liveliest group of teachers.

As the SATIS materials become more widely used in schools, we find the style of our workshops is evolving. It is now less a matter of telling people about a new project, and more of letting them know about future developments, and giving them a chance to try out units with which they are not familiar. There is an opportunity to share ideas on different ways of using SATIS materials. It is extraordinary how imaginative teachers can be in the way they adapt materials, and we are discovering SATIS units being used in ways which we never dreamt of. We have found them widely used outside the GCSE courses for which they were originally intended, for example in CPVE courses.

One school used *The Story of Fritz Haber* with a sixth form group, and it made such an impact that some of them wrote a play based on the unit. They performed the play in the school drama competition, and later entered, and reached the finals of, a national schools drama competition.

There has been a lot of oversers

interest in SATIS, and one or two of our group have had the interesting experience of running dissemination sessions overseas. Naturally, some change of approach is needed: for many teachers in other countries, role-play and decision-making exercises are even more alien than they are for physics teachers in Britain. And there can be some surprises. One member of the dissemination team agreed to run a workshop in Singapore. On arrival he was confronted with an audience of no less than 250 science teachers in a tiered lecture hall. This somewhat limited the opportunities for group discussion, but nevertheless every one of the teachers present had the opportunity of trying out SATIS units. Incidentally, this audience represented over half of the total number of science teachers in Singapore.

Having set up this dissemination exercise, it now largely runs itself. Members of the team become known in their own area, and workshop organizers approach the team member directly rather than using the central SATIS organization. It is difficult to count exactly how many sessions have been held, but we estimate it must be around 150. We are hoping that all this effort will make SATIS a resource that is actually used, rather than left to gather dust in the graveyard of well intentioned curriculum development projects.

Further information about the SATIS project can be obtained from John Holman, Watford Grammar School, Rickmansworth Road, Watford WD1 7JF.



Playing the students' role: teachers try out SATIS units in a workshop.

Alpha

Concise Physics. By H Matyka. Edward Arnold £8.95. 0 7131 3593 X Calculations for A level Physics. By T Lowe and J F Rounce. Stanley Thorne £7.25. 0 85950 144 2

Both these books emphasise the mathematics associated with A level physics. In one case, as its title proclaims, it is the numerical work which dominates; even so, there is a deal of theory integrated with the exercises. In the Edward Arnold work, the proportions are reversed. A terse treatment of all the standard topics of the syllabus is well presented. Especially significant facts, equations and so on are highlighted by italics, bold type or enclosed in "boxes" so that they stand out on the page. Diagrams are good, clear and well labelled. An index is helpful, as are several pages of advice on study and revision.

All this represents a thoroughly satisfactory complement to classroom teaching. Whether the treatment is as effective for a private student (who could well be among the author's targets) is somewhat less certain. Because the text is so condensed, with the whole subject covered in a little over 300 pages, explanations of new material are necessarily brief. The result is a good substitute for a student's personal notebook.

Indeed, it is superior to any notebook likely to be compiled by an individual, for the contents are accurate, the selection of material is well proportioned, and the illustrative examples are apt and effective. Nevertheless, if there is no tutor to expand on the basics, or available to resolve the inevitable queries, a reader on his or her own could flounder.

Two small points may instance the difficulties. Heat is defined on page 112 as energy which is transferred by convection, radiation or conduction, but there is no explanation of these terms. The index leads to a longer paragraph on conduction (page 145) but does not contain the other two terms, although page 143 does mention convection currents. Again, on page 298 comes a definition: "A semiconductor is a material whose resistance decreases with increasing temperature and the addition of impurities". Full stop. Such a bald statement must puzzle a student meeting the subject *ab initio*.

An introduction to this book contains some thought-provoking points, including the fact that "the gap which exists between GCSE and A level physics is very wide, wider perhaps than that between A level and the first year of university". We cannot know yet how well prepared future generations of entrants to A level courses will be. But the demands set out in these books are considerable.

These demands include a sound knowledge of basic mathematics, and the ability to apply it to practical situations. To this end, the second book could be of great value. Hints on techniques of dealing with numerical questions in examinations, and a summary of "essential mathematics" lead to a proper (yet sometimes neglected) consideration of units and dimensions, and of significant figures and errors. Then, in nearly 150 sections, each of the topics of the course is epitomized, and accompanied by examples worked in full, further exercises and a collection of questions of examination type. There are answers and hints, tables of symbols and an index. The whole is splendidly conceived, executed and printed. Authors and publishers may congratulate themselves on an alpha performance.

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Governors & Governing



Scarcely a week passes without the announcement of some new, earth-shattering educational reform. Discussion documents tumble over one another. New laws (like the Education No. 2 Act, 1986) get amended even before they have come into force. Fashions too, change as fast as Ministers. Often style is all.

But one theme has persisted amid all the current distraction—indeed it underlies many elements in the Government's reform. This concerns the governing arrangements for individual schools. Over the past 10 years—since the Taylor Report—successive governments have been looking at ways of reforming the powers and the composition of governing bodies and redefining their relationships with local authorities. The latest instalment of this process of redefinition will be seen when Mr Baker publishes his great education reform Bill a few weeks hence.

Changes in the composition of governing bodies have increased the proportion of parents, along with teachers and other community representatives, who share the duties of governance with the once-dominant political nominees. Some local authorities have gone faster than others. Now all will have to conform to the rules laid down under legislation.

The Government's determination to cut the education authorities down to size has given governors a new significance as guardians of the public interest in education. Governors will be first in line to supervise Mr Baker's national curriculum. They will be expected to oversee each school's disciplinary policy. They will have important new responsibilities for the appointment of heads and staff.

What this Government grandly calls "financial delegation to schools" will now mean secondary school governors have to preside over budgets calculated in millions. Their accountability will include a narrow, audited stewardship of money, alongside a broader, but no less exacting, responsibility to parents for the running of the whole school.

Until now it has not always been easy to find suitable people to serve as governors. The Government clearly believes, rightly or wrongly, that giving governors bigger responsibilities will make the job more attractive. More than 100,000 parents will be required, and if they are to do conscientiously all that is demanded of them, they will need to be trained and equipped for the tasks.

Many of those who are drawn into these activities will be—and certainly should be—readers of *The Times Educational Supplement*. With all the quite proper emphasis on parent governors, the important role of teacher governors should not be overlooked. Hence this, the first of eight special pull-out sections which together will provide an introduction to governors and governing—a topic in which we shall take a continuing interest in the years ahead.

It is going to take several years for the new arrangements to shake down. Much of the learning can only be done by doing. No-one yet can foresee how the politics of governing bodies will change when power accrues to them at the expense of local education authorities. There is a long way to go to put formal training for governors on a proper basis. Whatever happens there will be a role, informally, for a weekly educational newspaper to make its contribution. Here is a first instalment.

Stuart Maclure

- ☐ Curriculum: legal obligations **Week 1**
- ☐ Governors & the Education Acts
- ☐ Scotland
- ☐ Ted Wragg's comment
- ☐ Fact file
- ☐ Curriculum context **Week 2**
- ☐ Police
- ☐ Sex education
- ☐ On being a governor
- ☐ Case study
- ☐ Ted Wragg ☐ Fact file
- ☐ Pupil discipline: do's and don'ts **Week 3**
- ☐ Staff: appointments, disappointments
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Ethnic & parent governors **Week 4**
- ☐ Relationships
- ☐ Welsh woes
- ☐ Case study
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- ☐ Finance **Week 5**
- ☐ Voluntary aided schools
- ☐ Local financial management
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- ☐ Ted Wragg
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- ☐ Opting out
- ☐ Letter to a new parent governor
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Examinations **Week 7**
- ☐ Training: a governor's needs
- ☐ Responding to change
- ☐ Case study
- ☐ Ted Wragg
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Governors & Governing

Just good friends

PRACTICE

Joan Sallis asks what being a school governor really means

Long before there were schools for all children, those schools which did exist had trustees to represent the public interest. It seems that education had special significance, it was not just a personal transaction like buying a house, and affected everybody, not just those fortunate enough to receive it. Education fashioned people's opinions and values. It also gave individuals influence over others, and by its effect on public leadership, professional services and the arts, shaped in some sense the lives of all.

The quality of education was thus seen as a matter of public concern, and the idea of having governors or trustees was to express that public concern, to bring everyday experience in the outside world to bear on this vital professional activity, to make sure that schools remained true to the intentions of their founders but also in touch with the needs of their users.

When Winchester, one of the oldest public schools, was founded in 1382, the trustees were charged to visit "with not more than six horses" and to "hold a scrutiny . . . on the teaching and progress in school of the scholars . . . and to correct or reform anything needing correction or reform". At the other end of the scale, when Grey Coat School was founded hundreds of years later for very poor children, the trustees were to meet weekly, hold a full inspection quarterly, and themselves order the children's grey coats. They supplied the yarn for mothers to knit stockings, and their own wives and daughters made the caps.

In Victorian times there was keen debate about the need for public trusteeship of the great variety of schools which then existed, about how they could be adapted to the changing needs of the population, and how the use of their funds could be made subject to some kind of independent oversight. Two Commissions of Enquiry were held on the subject in the 1860s, and these led to legislation defining the role of governors and their relationship to head teachers in the public and endowed schools. The first grants voted by Parliament to assist the churches in providing elementary schools in 1833 were contingent on the schools' being open to inspection, and

appointing managers to oversee their expenditure.

Education for all

When the first national system of elementary schooling was established after 1870, the School Boards were required to delegate some of their functions at school level to local managers. The Education Act of 1902 created local education authorities with responsibility for elementary and secondary education, and they were also required to appoint boards of managers for elementary and governors for secondary schools. (The difference in nomenclature became meaningless, and was finally abolished in 1980: from now on for simplicity we shall call them all "governors".) It is interesting that in debate leading up to the 1902 Act, the role of governors in protecting the individuality and variety of schools within local systems was stressed.

The 1944 Act

This Act repeated the requirements about governors, to be appointed by local authorities in county schools, and by the foundation and local authorities in voluntary schools. Detailed rules were to be made locally, but governors' functions were broadly set out in a Ministry of Education model, which gave them care of the premises, a share in budgeting for the school and appointing its staff, and the "general direction of the conduct and curriculum". No guidance was given at any stage about the kind of people who were to be appointed, and this was perhaps the greatest weakness of the system established in 1944, which lasted for more than forty years. It was an attempt to graft on to state education a model devised for the public schools, and relying heavily on the Victorian concept of the "local worthy". It was unsuitable for a service in which many ordinary people were compulsorily involved.

Whatever the explanation, the system fell into disrepair. The Act had allowed schools to be grouped, and some I.E.A.s abused this concession, governing schools in handfuls or at extremes hundreds under one board. Party political influence was considerable in some areas. At its best the governing body was decorative and vaguely supportive, and at its worst exemplified a form of political and social patronage verging on the corrupt.

There were honourable exceptions, but generally governors' real involvement was slight. They graced the front row in the carol service or the harvest festival, and would pat a child on the head if they could find a fairly clean one. Since the oversight which they were supposed to exercise over the curriculum was

non-existent, teachers grew accustomed to great autonomy. Most believed that they had a professional right to independence which actually had no foundation in law or history. It had always been intended that the content of the curriculum should be a lay responsibility, its delivery a matter for the expert.

In the late sixties and early seventies there were stirrings of change. Consumerism was in the air, and research had shown the importance of home involvement in schools. The Parent-Teacher Association movement was growing, and some local authorities began to give representation to parents and teachers, though mostly on a token scale. By the mid seventies, a majority did so. A few even tried to give governors a real role.

The Taylor Committee

In 1975 a Committee, called after its chairman, the Taylor Committee, was appointed by the government to look into the whole question of governors, and schools' relationship with parents and the public. Its report, "A New Partnership for our Schools" appeared in 1977, and advocated governing bodies for every school, with equal representation of I.E.A.s, staff, parents and community. They should share in all school policy decisions, seeking to establish consensus. They should also be responsible for good communication and relationships, especially with parents. They should work more openly, and receive training.

The 1980 Act

The Taylor recommendations met with much hostility from I.E.A.s (which did not want to lose control) and teachers' unions (which feared loss of professional autonomy). The 1980 Act did not create an equal partnership, but merely required all schools to have two parent and one or two teacher governors, plus the head if he or she wished. It said nothing about governors' functions, so they remained subject to local interpretation of the DES model. It was open to I.E.A.s to maintain their majority, and most did. Regulations made under the Act brought a new degree of order, fairness, and openness to governors' work.

The Education Act 1986

This Act takes effect in stages between 1987 and 1989. It comes close to implementing the Taylor recommendations. For the first time it establishes a national framework for school government. Its most important feature is its provision for a balance of interests: I.E.A.s no longer have a majority (see the table - how many governors? on previous page). Parent governors must be elected by secret

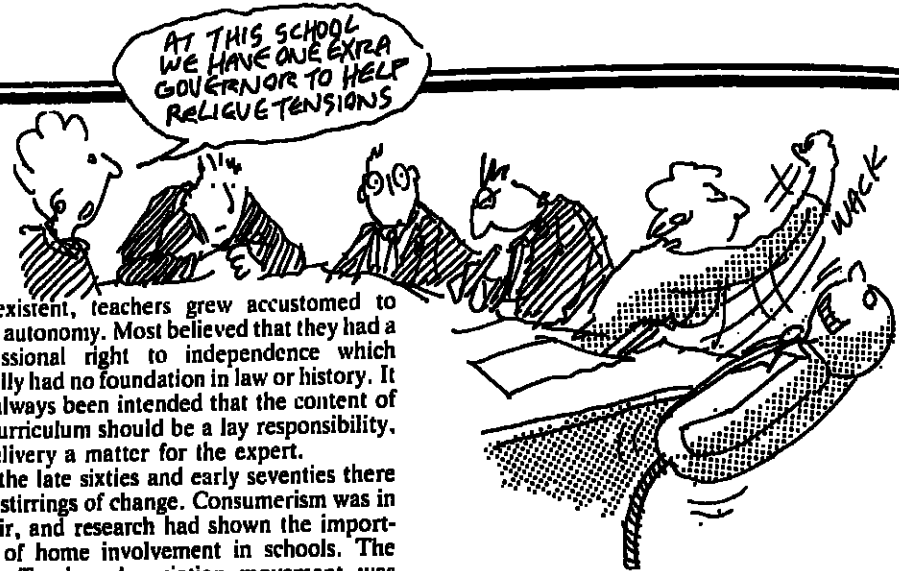
ballot, and votes may be returned by child, post or in person. All governors serve for four years. Grouping is not allowed, except in the case of two primary schools serving the same area.

Parents have a right to see all curriculum documents and syllabuses. No governor may be on more than four boards. Governors elect their own chairperson annually, and any governor other than a school employee is eligible. They meet termly, and any three governors may call a special meeting. Governors' papers, excluding only items they rule confidential, must be open to the public. I.E.A.s must provide governors with such information and training as they consider requisite.

The governors' first loyalty must be to the school, whatever their interest group. This does not mean that it is improper to communicate with the group represented, to seek their views and report governors' decisions. There is a duty to "act with maximum awareness" as the Taylor Committee said, of relevant views. But governors must be scrupulously careful about items classified as confidential, and avoid gossiping about details of debate.

Best friends are not always uncritical, and there may be times when governors need to express disquiet over something. If relationships with head and staff are good, this should not cause problems. Good relationships will come from understanding teacher's difficulties and skills, which in turn comes from close contact with the school. Above all, relationships should build on positive things, particularly shared enthusiasms and a common pride in the things the school does best. These should be the starting point of involvement with the school.

Joan Sallis was a parent member of the Taylor Committee, and has worked for many years for the establishment of school governing bodies based on equal partnership. She is president of the Campaign for the Advancement of State Education.



Governors & Governing

Bespoke, off the peg or uniform

CURRICULUM

Felicity Taylor argues that there is more to curriculum than subjects on the timetable

To begin with, we need to be quite sure what we mean by "the curriculum." It is a common mistake to think of the curriculum as just being what is on the timetable, chunks of time, each devoted to a single subject. To understand it you must see it as a whole, as the Taylor Committee on school government did. Their definition is still valid: the curriculum "effectively comprehends the sum of experiences to which a child is exposed at school", and that "no single aspect of the life and work of the school can be properly understood if considered in isolation".

What helps to shape it?

If you accept this definition, it immediately becomes clear why schools differ so much from one another. If you judged only by the timetable, one school would look very much like the next, because even before Mr Kenneth Baker has his way, there are already powerful outside influences over what is taught:

● Parents may be surprised to learn that their expectations of what a school should be doing are perhaps the most significant factor in shaping the curriculum.

● Schools have to depend a great deal on the support system provided by the local education authority. Inspectors and advisers can help or hinder any initiative, as can "the office". Schools which attract adverse comment because of their "advanced" ideas cannot rely on the support of education officers or councillors, however ill-informed the criticisms. Such trouble-makers can soon find themselves at the end of the queue for scarce resources.

● Schools also consider what employers expect from school-leavers. There are important differences between education and training, but parents and pupils may be more hard-nosed about work skills than teachers.

● By far the biggest constraint on the secondary school curriculum is the public exam system. The difficulties attending the GCSE reforms demonstrate just how entrenched the system is, and although many agree that A level is a restrictive exam, designed to meet the needs of the universities and the professions but not much else, the resistance to change is very great. Any school that fails to come up

with good exam results loses popular support.

It is a myth that schools can do what they like, while the extreme view that children are at the mercy of any persuasive theorist who wants to indulge in wild experiments, misrepresents the reality. And yet, schools are different: there is scope for quite startling variety within the limitations. Some schools manage to combine high conventional standards with successful innovation, others are innovative but less successful, many travel along the middle of the road and a few seem to be struggling to teach anything at all.

When is a curriculum a good fit?

The "right" curriculum is one which meets the needs of most of the pupils. Many of us probably know a school which is highly geared to meet the needs of some children, perhaps the "academic" ones, or maybe the least able, but which neglects the interests of the majority. They rub along, doing neither well nor badly, but certainly not achieving all that they could. Such schools evoke feelings of dissatisfaction that may explain why most people outside the educational establishment accept that a national curriculum must be a good thing. "At least you'd know what they are supposed to be doing," they say.

Perhaps this is the first clue to assessing whether the curriculum does fit. Does the school have a plan, a set of aims and objectives which provide a framework for the work of each class? Are all the teachers and parents aware of it? Do the separate parts fit together, so that the left hand knows what the right hand is doing? Are opportunities there for co-ordinating and reinforcing learning? Above all, is there continuity? A good school will organise its record-keeping and assessment very carefully, ensuring that work is marked regularly, and that children's work is preserved as a record not just of their individual progress, but also of group achievement.

The lack of defined curriculum structure is not as rare as you might think, but at least schools which have not thought this out can do so without much difficulty. A school with the wrong structure is far worse off, because it will inhibit useful innovation and perpetuate inappropriate patterns of work, while vested interests may hinder any attempts to change it.

A good school and good teachers will make sure that the content of the curriculum takes the community into account. It is right to be suspicious of talk about appropriateness - too often that can be a cloak for low expectations and unconscious discrimination against the poor, the black and the female. Yet it is still wrong to claim that exactly the same things should be taught to the same age-groups, no matter what their environment. It is only common sense to relate the work of the school

Under the 1986 Act, School Governors must:

- Take general responsibility for the conduct of the school;
- Share responsibility for the curriculum with the local authority and the head;
- Prepare a statement of curriculum policy and decide whether sex education should be provided;
- Participate in decisions about the school's budget;
- Lay down policy on discipline;
- Share in the selection of staff and, if need be, their dismissal;
- Ensure regular communication with parents and, specifically report to parents at an annual meeting.

The projected 1988 Act will:

- Give governors more responsibilities for financial management;
- Increase their powers on appointments;
- Give them the power to initiate a change to "Government maintained" status - opting out.

to the local history, geography and traditions of an area, to try to match courses to local interests and the children's own knowledge, as a way of maintaining their involvement. We know that adolescents often regard what they learn at school as completely irrelevant to "real life". It is possible to be relevant without having to give a project on the life and works of Madonna the same status as a study of Beethoven's later compositions.

It may be significant, that we used to be concerned about the "hidden curriculum" - what children learned in school that was never explicitly written down. Now we worry about the "hidden agenda" - what people intend to do that is not disclosed to us. However, it is in this elusive area that the true character of a school is revealed. Here lies the difference between a school that really tries to meet its pupils' needs and one that fails.

It is fairly simple to find out the structure and content of the overt curriculum, but far more difficult to describe a school's ethos - that amalgam of attitudes, rules, decision-making processes, and public and private faces.

Suppose we substitute "relationships" for "ethos", because the character of the relationships within the school will determine its ethos. As the ILEA Junior School Project showed, a good school is one where the relationships are based on respect - respect for children as well as for teachers, and respect for one another. Different communities will have different customs, and schools will have to conform to these. What passes for friendly conversation in North London may well appear to be outrageous cheek in North

Tyneside, or vice versa.

But the quality of respect for the individual transcends this. It is important, because it affects children's attitudes towards schools and learning more than anything else. The Junior School Project found that some schools had, by the way they treated children, managed to convince some of them that they were failures by the age of eight or nine, while others had made very disadvantaged children feel positive about their educational chances.

Most schools are well aware that it is illegal to discriminate on grounds of race, sex or creed. However, unconscious prejudice about what is suitable for boys, girls and pupils from different ethnic backgrounds still persists. Girls are still under-represented in science subjects, boys in arts subjects. The Swann Report on the education of minority groups found that very few schools had any clear idea of what was meant by multi-cultural education, or understood the need for all schools, whether or not they had pupils from minority groups, to reflect the plural society in which pupils live.

What can governors do?

Although Kenneth Baker's proposals for the national curriculum may seem to diminish the governing body's responsibility for their school's curriculum, his consultation document does say that there will be full scope "for schools to organize how the curriculum is delivered in the way best suited to the ages, circumstances, needs and abilities of the children in each classroom." Whatever is decided, governors will still need to monitor the conduct and curriculum of their school.

The first step is to know your school's curriculum. Ask for information, talk to staff and pupils, and visit the school while work is in progress. Only then are you in a position to make judgements about fitness for purpose. You also need to be aware of external and internal measures of how the school is doing, for example: reading ages; exam results; destination of leavers; juvenile delinquency rates; staff attendance records; truancy; attendance at parents' meetings.

All this helps you to prepare for the most important job of the governing body - asking questions, especially the question why. Familiarity breeds acceptance, which is where the fresh eye and wider perspective of the lay governors can be useful. The well-timed, well-phrased question that makes a school think again about some longstanding issue is surprisingly effective. No proposal is so perfect that it can't be improved. And don't ever forget to say "well done". A good school will use judicious praise to reinforce learning. Governing bodies must learn to do the same.

Felicity Taylor is editor of School Governor and until this month chaired the National Association of Governors and Managers.

Parent power for Scotland

SCOTLAND

... but there are strong reservations north of the border, argues Willis Pickard

In Scotland the Government's plans to emphasize the role of parents in schools have a different starting point from south of the border. There are no school governors, and therefore Mr Michael Forsyth, the junior minister at the Scottish Office in charge of education and health, cannot follow the "opting-out" line of argument favoured by Mr Baker.

The proposed Scottish legislation is therefore *sui generis*, as indeed is virtually all legislation affecting Scottish education. Mr Forsyth has brought out a controversial consultative paper which, by all accounts, is his own work, rather than that of the civil servants in the Scottish Education Department.

Its aims are the same as Mr Baker's and those of the Conservative manifesto in the General Election - to extend parent participation. But the mechanisms and their effect on parents are very different. Mr Forsyth wants to change the present system in Scotland by which there are school councils with limited powers,

and with minority parent representation for secondary schools and their "feeder" primaries. (In Strathclyde and Fife the councils are even bigger in their ambit - taking in a group of secondaries and their primaries.)

The consultative paper suggests that the school councils - which were only set up a few years ago - be scrapped in favour of school boards - one for every school with over 100 pupils. Smaller schools might be grouped for a board.

The important point about the boards would be their parental majority - four out of seven on the smallest boards, and a corresponding proportion on the largest, which would have a maximum of 13 members. All parents would have the chance to vote in a postal ballot. The other members would represent the teaching staff, the local authority and community interests. The head would have a duty to attend, but without voting power.

To emphasize that he is seeking parent power rather than parent participation, Mr Forsyth has framed the proposed constitution for the boards so that in time parents could assume management of large areas of school business. At first the boards would have more modest aspirations - what the papers call "door" functions. These would include the right to an annual financial statement and report from the head; the right to be consulted about the curriculum, assessment policies and discipline; control over optation allowances (though these could be delegated to the head) and a veto over the head's appointment

Boards would, however, be able to graduate - or levitate - to "ceiling" functions when they showed the desire and expertise to do so. At that level they would have direct control over the school's recurrent costs and would be responsible for choosing all members of staff without the involvement of local authority appointment committees. The education authority would remain the employer and would have to redeploy any teacher rejected by a school board, which might none-the-less be responsible for redundancy payments if these ever became applicable.

Clearly, the "ceiling" powers would place parents in a very powerful position. They would take school boards into the position of managing money and teachers, and it would be the parents through their built-in majority who would call the tune, with the local authority's role very much reduced.

Mr Forsyth, belatedly noting the extent of concern about this from teachers, councillors and parents' organizations, has stressed that not all boards would reach "ceiling" functions and certainly none would rise to them immediately.

But however much he may be told, as he has been during the period for responses to his consultative paper, that parents are unwilling, and probably unable to take on the role of managers, he cannot abandon the "ceiling" if he is to preserve the intentions of his policy. That is, first, to reduce the influence of local authorities over individual schools, the great

Labour control. And, second, to allow schools where the parents prove involved and ambitious to take their schools out of the common rut by having powerful boards.

In time that could open the way to opting out of the state system, as Mr Baker is proposing for England and Wales. It would certainly mean that schools with "ceiling" powers would regard themselves as different and better, and hope therefore to act as magnets, further enhancing their reputation by attracting good pupils.

In a country where about 96 per cent of children are educated in comprehensive local authority schools, Mr Forsyth's proposals would attack the egalitarian principle. Conservative apologists argue that at the parents' best good schools could strike out for themselves while all schools would maintain minimum standards. But Mr Forsyth's opponents, who include the teacher organizations as well as all opposition parties in Scotland, are convinced that there would be increased divisiveness and a mortal blow to comprehensive education.

As for parents, they are worried lest their widely-shared hopes of getting increased scope for consultation and participation might be undermined by Mr Forsyth's leap in the dark into areas of parental takeover and management which few parents want or could see themselves coping with.

Willis Pickard is editor of The Times Educational Supplement, Scotland.

How many governors?

The composition of governing bodies for all county, maintained special and voluntary controlled schools is tightly specified, ensuring that political representatives (governors appointed by the I.E.A.) cannot be in a majority. This will not be fully implemented until September 1988.

Instruments of government must conform to this basic pattern, with the only scope for variation being that I.E.A.s can choose to treat schools in the fourth band (over 600 pupils) as if they were in the next band down (300-600). There are some special arrangements:

Minor authorities - county primary schools in areas where there is a minor authority, eg a district or borough council, lose one co-opted to a minor authority representative; voluntary controlled primary schools lose their only co-opted to a minor authority representative.

Hospital special schools - lose one co-opted to a representative of the District Health Authority.

Other maintained special schools - lose one (two in schools with over 99 pupils) co-opted to representatives of appropriate local voluntary organizations where these exist.

In these special cases the Instrument will specify who is to appoint the governor concerned.

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Pupil numbers	Parents	LEA	Head-teacher	Co-opted (or, for controlled schools: foundation/co-opted)	Total	
up to 99	2	2	1	1	6	9
100-299	3	3	1	1	8	12
300-599	4	4	1	2	11	18
600 or more	5	5	1	2	13	19

QUESTION & ANSWER

I keep hearing about the Instrument and Articles. What are they and how do I get hold of them?

Each school has an Instrument and Articles of Government; the Instrument specifies the composition of the governing body, and the rules about conduct of meetings, while the Articles set out the powers and duties of the governors in legal terms. It is important to know exactly what they say, as at present they vary from one I.E.A. and one school to another.

In the past, the DES had to approve the Articles of all secondary schools, and the Instrument and Articles of all voluntary schools. Once the 1986 Act comes into force, I.E.A.s will not have to submit their Instrument and Articles to the DES, because there will be little scope for variation.

It is extraordinary how little information many governors receive when they are appointed. Voluntary school governors often find it very difficult to get hold of their school's documents. You can find the original model in a white paper issued with the 1944 Education Act, and models of the new arrangements are included in Circular 7/87 following the 1986 Act. These won't tell you the exact arrangements for your school, but will give you some idea of the usual pattern. From September 1988 the 1986 Act makes it obligatory for all governors to receive copies of the Instrument and Articles when they are appointed.

Report of the Taylor Committee A New Partnership for our Schools September 1977

(i) within the framework of national and local policies, however these may change with time, the special character of the individual school is precious to most people and should be protected;

(ii) that character is essentially a product of local considerations and of the skill, support and concern of all those on the spot who care about its success;

(iii) one body should have delegated responsibility for running the school, and in forming that body no one interest should be dominant - it should be an equal partnership of all those with a legitimate concern, i.e. staff, parents, where appropriate pupils, and the community;

(iv) the governing body thus formed should be responsible for the life and work of the school as a whole: we did not consider that a school's activity could be divided, and neither could accountability for its success;

(v) the decision-making role of the governing body is only part of its functions: equally important is its responsibility for promoting good relations between the school and between the school and the wider community.

Governors & Governing

Idea of partnership still valid

CURRICULUM
Barry Taylor focuses on the governors' responsibilities for the curriculum

I attended more than 300 governors' meetings between 1965 and 1973 and recall only one discussion about the curriculum, a heated exchange between the head of an East Riding secondary school and a local farmer's wife. She was prompted by his uncharacteristic admission to the governors that he was unable (or unwilling) to provide cookery - for girls only, of course - beyond the third year. By the accounts I now receive of governors' meetings, things have changed somewhat, but by no means radically. It is still a rare occurrence for a head to be challenged on a curricular issue, nor have we been inundated by comments upon the i.e.a.'s curricular statement from governors. But all this is set to change.

The 1986 Education Act, Sections 16-19 inclusive, has been widely reported as giving governors "control over what is taught". Even though the advent of a national curriculum could undermine the governor's role, as well as the i.e.a.'s, even before the Act is fully implemented, the terms of the Act do still envisage a partnership between i.e.a., governors and head.

Throughout there are requirements for consultation, compatibility and for the governors to consider representations from the community - and the chief of police. They are even required to comply with the "reasonable conditions" of the i.e.a. Under the '86 Act, the governors are precluded from defining their own curriculum unless they can persuade the head to go along with them but the national curriculum consultation paper proposes a change in that balance of power: the head would be given the responsibility of implementing the national curriculum in accordance with i.e.a. curriculum policy, as defined and modified by the governors. The days of governing bodies which simply act as a chorus of approval for whatever heads put in front of them, are now, clearly, a thing of the past.

Before considering what the Act requires of governors let me follow the pertinent example of Felicity Taylor (page 3) and pin down a working definition of the curriculum. For Her Majesty's Inspectorate it consists of all those activities (designed or encouraged) within the organizational framework to promote the intellectual, personal, social and physical development of pupils. An authority of equal weight, David Hargreaves, (*The Challenge for the Comprehensive School - Culture Curriculum and Community*, published by Routledge, Kegan and Paul) also sees the curriculum as going far beyond what the teacher does for the child in the classroom. He, and many others, have distinguished between the "formal" or prescribed curriculum, including not only classroom but many extra-curricular activities, and the "hidden" curriculum - what children learn from being a member of the school society in terms of values, behaviour patterns and relationships.

It would be possible for a governing body to interpret its duties as concerned solely with the formal curriculum and still fulfil the letter of the law; although in practice this may be difficult because the two aspects of the curriculum are so inter-dependent. Any such attempt would be rightly resisted, by most heads and most i.e.a.s.

What then are the responsibilities of governors? The "conduct of the school" is placed under the direction of the governing body. That seems all-embracing, but section 16 reminds us that the articles of government, regulating the governing bodies' powers and duties, are made by the i.e.a. which can "confer specific functions on any other person" - in particular, presumably the headteacher whose role as manager of the curriculum will continue to be critical.

The starting point of determining the curriculum for a particular school still lies with the i.e.a. They have to "determine and keep under review" their policy on the secular curriculum

and provide a written statement to the governing body for consideration. The governors must either accept it or if they wish to depart from it totally or in part, substitute their own written statement.

Whatever the powers to modify the curriculum likely to be given to governors when the 1987 Bill is enacted, it is already true that the headteacher must follow the governors' lead in relation to sex education.

In voluntary aided and special agreement schools the governing body control the content of the secular curriculum and need only "have regard to" i.e.a. policy. They then "allocate" functions to the head.

All i.e.a.s will either have a curriculum statement in place or in the final stages of drafting because of previous government requirements placed upon them. Obviously they will vary, but key principles are widely shared. The statements are usually conceived as "A framework within which schools have freedom to operate" and "not meant to be prescriptive in detail" (*Somerset LEA - Statement on the Curriculum*).

The notion of a minimum entitlement is common, the essential offering which should be available to all children, often expressed in terms of language and number, science, the aesthetic, creative and physical. In addition all i.e.a.-maintained schools must currently offer religious education based on the i.e.a.'s Agreed Syllabus. None of this actually addresses the subjects to be included as the national curriculum document does for the future, or the time allocation to be given to them. It is bound to be a key issue for every governing body as to the extent to which they should involve themselves in the detail of curriculum planning and timetable building.

In primary schools it will be difficult to assess the weight currently given to the various aspects of the curriculum. All will concentrate on language and number skills but may do so via topic work - perhaps a study of the local environment. Some areas will be covered regularly, others intermittently. Class teachers within the same school may have different methods, some didactic, others giving more rein to pupils' individualism.

The proportion of practical as opposed to the theoretical work will vary. Any attempt by a governing body to standardize curriculum content or teaching style is likely to meet fierce resistance, giving the established traditions of primary teachers. Governors may find that, having established broad principles, the most effective means of monitoring is by inviting each class teacher to report directly to them at regular intervals rather than all teachers giving a detailed written statement.

At the secondary stage, similar principles are likely to be offered to governors both by the i.e.a. statement and by heads. Subjects are bound to be more evident, however determined staff may be to cross subject boundaries. There will be elements in years one to three similar to those in primary schools, head and staff, i.e.a. and governors are likely to expect linguistic and literary content, maths, science as well as the aesthetic and creative, physical and spiritual aspects.

However, in years four and five the exigencies of external examinations mean teachers, pupils and probably governors, have usually sought greater depth of study; and therefore paid the price of narrowing the curriculum. Many i.e.a.s have tried to ensure, not only by their curriculum statements but also staffing policies, a minimum offering of English, maths, PE, a science; a humanities and an aesthetic or creative subject.

The governors do not face their legal responsibilities alone - or if their i.e.a. is one of the many now offering or preparing to offer effective training - unprepared. The i.e.a. curriculum statement provides a starting point and a check list of those issues to be considered. The head and staff are available, and now required, to report upon current practice and also preview and update what is on offer to the pupils. I cannot escape the conclusion that the notion of partnership in delivering a service of quality is as valid as ever. The governing body is now given much more responsibility for the process but that does not invalidate the partnership - it may even be that the partners will want to make common cause to ensure that the promised national curriculum is not unduly prescriptive or restrictive.

This article, and another to appear next week, was contributed by the late Barry Taylor, county education officer for Somerset and Bath, until his untimely death at the age of 59.



Make your comments through the chair!

Ted Wragg

"I should be grateful if members would kindly make all their comments through the Chair." I remember to this day the first time I heard that somewhat bizarre statement. It happened at the first committee meeting I ever attended, and the two of us who were new to the game were left wondering whether we were supposed to address the gathering through the upholstery, or had stumbled unwittingly into a recording of *The Goon Show*.

It is the formality of committee language and procedures which can so easily put off parents and lay people not at home in such an environment, make newcomers feel silly, and prevent some members from speaking their mind in case they commit social hara kiri. Enter a committee room and people who, five minutes earlier, were calling each other Doris and Sid, telling jokes, or swapping holiday reminiscences suddenly switch to "Madam Chairperson", or "Can we take this under 'matters arising'?" without breaking their stride.

Yet one can see why a committee does need a certain degree of formality. It may have executive powers and be entitled to make certain decisions. Therefore a batting order (agenda), some background information (supporting papers), a record of the meeting's business and any decisions reached (minutes) are essential. Since discussions among a group of people can occasionally be acrimonious, someone needs to chair the event to give it a degree of orderliness and move the business on.

The request to address remarks "through the chair" will, supposedly, reduce the possibility of someone saying, "What you have just said is not true, you liar." Seasoned black belt committee members learn to say instead, "I wonder, through you Mr Chairman, if the previous speaker could be asked to give us the evidence for his remarks." Delivered in an icy tone, this is every bit as effective a salotto between the ribs as a frontal assault. Thus formality should be trimmed back to the minimum in governors' meetings. Most members are there to help their school rather than to be a bar.

A governing body is an unusual form of committee. For a start, although its powers have been increased considerably in recent years, it is still to some extent a sub-sub-committee of the county or city council. For the sake of the government which has to improve

the quality of science teaching in 23,000 primary schools, there is a limit to what it can do from its central position.

Even on a county council the politically elected member for Swinesville West will know little about most of the county's own 350 primary schools. To be effective at every local level it may be the governors of Little Piddlington County Primary School who are asked to look at and report on primary science work in their own school. The track from minister to school level, therefore, may run from government to county council, to its education committee, to its schools sub-committee, to each governing body, and then back again via all stations. That is why governors are elected for the local knowledge they have acquired as a parent, teacher, politician, employer or member of the community.

Having some responsibility for a school's conduct and curriculum often perplexes new governors in particular, and not a few experienced ones. What is the nature of their responsibilities and powers, governors frequently ask. The first important point is that they must act as a group, not as a set of individuals. The lady who marched into one head's study and demanded to be allowed to make an immediate inspection, because she had just become a governor, was in the wrong. She might well have asked for friendly chat or an informal look round, but official visits have to be agreed at governors' meetings.

It is this need to act as a cohesive group, rather than a set of maverick individuals or pressure groups, that leads to all official papers talking about the "governing body" or "governors" in the plural. Otherwise one governor might be twisting the head's arm to introduce lessons on drug abuse whilst another might be seeking a ban on them.

Secondly governors, even when they happen to be teachers in another school or otherwise professionally engaged in education, are there as the voice of ordinary people. The education partnership presupposes that the professional, the head and teaching staff, will be paid to take responsibility for the day-to-day running of the school, and that the governors, as the voice of the community, will discuss matters of importance and sometimes give a broad steer to the direction in which the school is moving, or will ask for complaints and suggestions to be considered. At its best it is the successful meld of professional expertise and lay interest which lies at the heart of effective school government. This is what makes the job of school governor worthwhile.

Future scientists and technologists - where will they come from?

Forward planning

JEFF KIRKHAM

Headlines in recent editions of this newspaper have indicated not only a drop in A level entries in the sciences but also reduced applications for degree courses in the sciences, engineering and medicine (subsequently described as the sciences). This situation is likely to get worse between now and 1995. Assuming that the requirements for degree entry do not change fundamentally from two A levels (or the equivalent AS levels) and the subject specific requirements remain in terms of mathematics, biology, chemistry and physics (or combinations of these subjects), then we face a serious problem. This is not a problem associated with the supply shortage of science and maths teachers, but of the numbers of school leavers.

Over the next few years, the cohort of students leaving school will be reduced, such that for every 10 students in 1988 there will be only seven students in 1995. These are figures that we can do nothing about! If we assume that the same percentage of that group get two A levels and the same proportion wish to take up places on degree courses in higher education then the sciences group, from schools in England and Wales, will drop in real terms from 23 thousand to 16 thousand by 1995. A significant percentage of degree candidates do not go direct from school to higher education, but via further education and employment. In consequence almost two out of five candidates for the sciences in universities, and two out of three in the public sector do not come direct from school. However, 86 per cent of home students register for science degrees before they are 21 years, so the falling number in the cohort of young degree students will actually affect higher education sciences departments over the next 10 years.

UCCA statistics already reveal that many sciences do not attract many more applicants than there are places available. A 30 per cent reduction in total applicants would make many departments non-viable. It is of concern that in 1986, polytechnics attracted only 180 students for physics. Employment projections to the year 2000 indicate a growing shortage of science/engineering qualified personnel unless significant steps are taken to redeem the present situation.

The latest DES statistics paint a slightly better picture, for they anticipate a rise in the percentage of school leavers achieving the minimum qualifications. (From 16.7 per cent at present to 19.0 per cent by the year 2000). Another projection assumes that a higher percentage of those with minimum qualifications will take up higher education places and as a result the sciences applications by 1995 would be down by 16-20 per cent.

It is likely that higher education will adopt a more positive recruitment drive to attract more mature applicants in order to ameliorate the shortfall, but this will not compensate for these losses. Higher education is beginning to face the issues of falling rolls that schools have had during the past 15 years, with all the traumas of redeployment and closures.

One solution proposed on a rethink about entry requirements to science degrees, and no doubt some changes will take place. But an alternative question might also be put. Is it possible that the percentage of candidates with science A levels can be increased such that, relatively, the loss will not be as great?

If we look at the number of school leavers with A level physics, for example, in a summary and question page. There is also a final section of 20 GCSE examination questions drawn from four examinations groups. The book is suited to pupils of lower ability or interest but the author has missed the opportunity of making her book more generally acceptable by not adding text of a more extended and general nature to encourage pupils of higher abilities.

It is also unusual to see a text that deliberately restricts its market and *Biology for GCSE* has done this by aiming specifically at the Southern Examining Groups syllabus. The book presents 40 topics, each covered in two or three pages which include questions and practical schedules. The SEG syllabus provides "less to learn with more to understand and more to do" and the text reflects this by concentrating on detailed study of only two species - human beings and french beans! The text has been kept brief but at points a little too brief. The suggestion of timing each topic to last a week does show the thought that has gone into producing this book even if the small page and type size give a rather cramped and old fashioned appearance.

Examining GCSE Human Biology has also been well planned in respect of the new syllabus demands as one might expect from a joint Chief Examiner for the Welsh Joint Examinations Committee. A helpful preface outlines the aims and objectives of GCSE and three domains of skills to be assessed: knowledge with understanding, handling information and skills and investigations. The text is well laid out using photographs and two-colour diagrams, tables and titles, and each section contains a variety of questions for assessing domains 1 and 2. The material covering domain 3 is less valuable. The practical schedules are standard but no advice is given as to how they may be assessed. Some sections provide useful information on everyday aspects especially the Relationships Between Organisms theme. A useful book to have in the department even if you are not running a human biology course.

Biology for Life (2nd Edition) has been substantially organized to reflect the four themes of the national criteria and new material has been added to extend coverage of the social impact of biology. Each of the six sections has roughly twenty topics, each topic ends with practical investigations and questions related to the text and graded in difficulty. Although much of the text will be familiar, this edition makes a very attractive book using full-colour diagrams and photographs which should make it a strong contender for who cannot wait for the new generation of GCSE texts.

GCSE Biology for You is another revised text but is unusual in that the original books were written for CSE biology courses. There are numerous line drawings that complement the text, which is arranged in short paragraphs. Each topic is divided into a number of double-page spreads that

strengthen these *relationships*, making sure that the syllabus is well prepared to the separate sciences. It seems likely that the national curriculum proposals will confirm this kind of framework.

If in real terms, the future of the nation is dependent on the continued and increasing supply of well trained scientists and engineers, then these developments need the full support of higher education, the science professions including medicine, and the community at large including parents and governors. Only then can schools play their part in providing a curricular experience that will match the needs of potential graduates and the general population.

Balanced science courses demand of students knowledge, understanding, skills and abilities set in contexts which are applied to society, related to social, economic, environmental and technological issues. They are not soft option courses, but ones that will better equip school leavers to relate their education through science to life around them. They should motivate more to choose science at A level.

It is pleasing to acknowledge the support given to these developments by the Engineering Council, the Royal Society, the Fellowship of Engineering, Institute of Physics, Royal Society of Chemistry, Standing Conference on University Entrance, the Council for National Academic Awards and the British Association for the Advancement of Science. It would be good if these developments could be embraced by the whole science, applied science, medicine and engineering communities.

GCSE courses in balanced science are available from all examining boards. The new GCSE criteria for "The Sciences: Double Award" will

ple, we find that it is the second most popular A level and chemistry is third. (There is a significant variation in the percentage of A level passes by school leavers compared with global A level figures from subject to subject. For example, only just over half the A level passes in English are by school leavers, whereas it is three-quarters for maths and biology, and over 80 per cent for physics and chemistry.)

Most candidates starting A level physics would be expected to have an O level equivalent pass. Not all students with the potential to pass, take physics at O level. Typically, 40 per cent of school leavers have been awarded an O level in mathematics, 30 per cent in science, 24 per cent in a science and mathematics and 21 per cent in English, mathematics and a science. In physics, however, it is only 16 per cent (in chemistry it is 14 per cent, and 16 per cent in biology). As the evidence indicates, about 30 per cent of students are capable of a pass in science but, for example, only half of these have a pass in physics. The reason is not hard to find: large numbers drop physics after the third year. For some this will be by choice, but for others it will be created by the option arrangements in their school. This loss to the system is particularly noticeable for girls, for less than a quarter of awards in physics go to them.

While this pattern remains, the

percentage of students taking up physics at A level is not likely to grow. Ways to open up access to A level physics are either to make radical changes to the nature of A level physics syllabuses such that students could start the course without prior experience or examination success at 16, or to change the 4th and 5th year science curriculum to a programme that retained the three major sciences to the end of compulsory schooling. Courses in balanced science, incorporating the major science disciplines of biology, chemistry and physics, but in a double subject allocation of the curriculum, would enable successful candidates to choose any or all of the three sciences at A level. This proposal makes good sense - for the potential degree student, for those who require a science background in a wide range of vocations, and for general education.

There is good evidence that courses of this nature will produce more candidates for science. The article by Fairbrother and Skinner in *the TES* (April 18, 1986) compares choices and performances of two groups of students: those who had followed a double certificate science course with those who took two separate sciences to O level. It shows that the A level uptake in physics and chemistry of the first group improves and their examination success is not impaired. The evidence is strongest for girls, the group that can benefit most significantly and have the highest potential.

GCSE courses in balanced science are available from all examining boards. The new GCSE criteria for "The Sciences: Double Award" will

W J Kirkham is Director, Secondary Science Curriculum Review.

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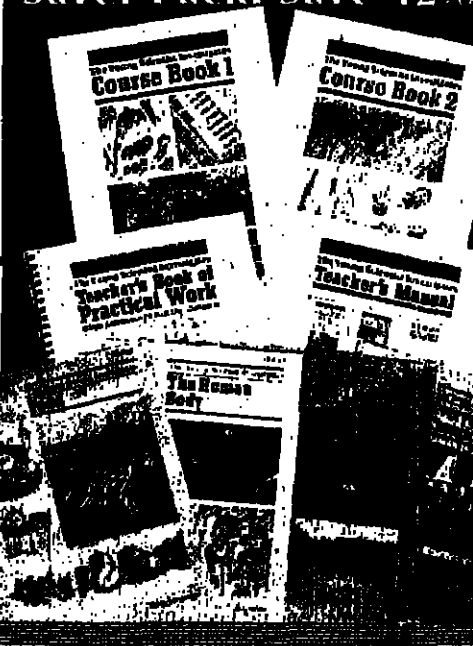
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Pete Richardson

EXTRA

The Children's Learning in Science Project

The interactive approach

ANGELA BROOK • ROSALIND DRIVER • KATE JOHNSON

The idea that "teaching" should start where children's "accepted" ideas are, has been a long time in the making. However, in the last few years, research has given us a clearer understanding of the ideas about natural phenomena which children bring to their science lessons.

From an early age, children develop a range of ideas about their world which enable them to function in their physical and social environment. These ideas are common to the thinking of children from a wide range of backgrounds and cultures, but may be very different from school science ideas. For example, many children think of a moving object as having a "force of movement" within it, and that a continuous force is necessary to maintain motion; if no force is applied, the object's own force is used up and movement stops. (This way of thinking may persist into adulthood, even among university physics students.)

Other studies suggest that children are prepared to think of matter as particulate in nature, but have difficulty with the notion that there is empty space between particles, or that they can keep moving forever without something pushing them. Another example of children's ideas is illustrated below: food is seen as "stuff" which is taken in to make living things grow, hence plants are seen as obtaining food from the soil.

These are just examples from the wide range of children's ideas about the world which have been investigated by teachers and researchers, ranging

from notions of heat and temperature, light and sight, air and gases, to ideas of heredity, evolution and the place of the earth in space. The ideas that children have about the things around them are certainly of interest in themselves. However, if the purpose of science teaching is to move children towards an accepted, scientific view of the world, we need more than just information about the ideas they bring to science lessons. We also need to understand how we can encourage children to develop and change their conceptions.

For the last three years, the Children's Learning in Science Project at the University of Leeds has been developing teaching approaches which take account of children's ideas and encourage conceptual change. Drawing on contemporary perspectives in cognitive science, the project views children's conceptions of natural phenomena as examples of the mental models which humans continuously construct and use to anticipate and make sense of events. Children use existing mental models to make links

with and interpret any new situation; what is learned depends both on the learning situation and on the child's prior ideas. The link between new experiences and existing ideas is what makes science meaningful, but learning science also involves children modifying and restructuring their initial ideas towards an accepted science view.

This view that ideas are constructions of the human mind also extends to science itself and has a number of implications for science teaching. Firstly, science itself is seen not as a fixed body of knowledge but as a human enterprise involving imagination, communication and experiment, by which shared models of the natural world are constructed by a community of scientists. Furthermore, since science knowledge cannot be transferred from teacher to learner, but must be individually constructed, the curriculum is not viewed as "the knowledge to be taught" but rather as a set of experiences which enable and encourage children to make sense of scientific ideas. The teacher's role becomes that

of diagnostician and designer of learning experiences, rather than provider of knowledge.

The project has developed and trialled a number of schemes of work which put these ideas into practice. This curriculum development work has been based on an action-research model, where teachers worked as researchers, examining current teaching practices, reviewing the issues arising and designing revised strategies which were then trialled in their own classrooms. Thirty secondary science teachers from six L.E.A.s in west and north Yorkshire worked with the project to design materials in three topic areas: Energy (for 10-14-year-olds), the Particulate Theory of Matter (for 13-14-year-olds) and Plant Nutrition (for 13-14-year-olds). The materials have been designed to provide experiences which interact with children's prior ideas, give opportunities for critical evaluation of existing knowledge and encourage conceptual change.

This conceptual change model is reflected in the design of lesson sequences. Initially, children are encouraged to make their own ideas explicit, and to share and compare their views of the world with those of their peers. This is followed by experiences which encourage children to clarify, evaluate and restructure their ideas. Later lessons provide opportunities to apply new knowledge in familiar and novel situations, and at the end of the sequence, children are helped to assess the change in their ideas. A wide variety of classroom strategies involving small-group work are employed in the teaching schemes; these include poster production, children's personal diaries, worksheets, structured writing, brainstorming, card-sort exercises, experimentation and technological problem-solving.

Children's reactions to this different way of working in science were generally positive; diaries included comments such as:

"We were able to think a lot more for ourselves and we were able to put forward our own ideas, and each idea was discussed."

"Our experiment had mistakes in it and we learned from them. This is why I liked it most of all."

"This way of teaching is a little different to how I have been taught by other science teachers, eg more of the class's ideas are brought forward and

are used to explain things and to help other pupils understand."

Reactions from teachers were also positive, though most were conscious of the constraints of the day-to-day demands of life in schools. All the teachers recognized the demands of "diagnostic teaching":

"It is more difficult to set up than 'traditional' lessons. You really need to think ahead. It's essentially a dynamic process."

"The teacher is required to plan carefully and to be able to think on his or her feet."

Some teachers commented on the enthusiasm with which children entered into the new activities, and were encouraged by the extent to which less confident children became involved in discussion work.

"I found it refreshing that so many children were enthusiastic about being given the opportunity to express their own ideas and to test them."

"As the teaching progressed I noticed increased willingness on the part of pupils to involve themselves in the less familiar lesson activities, eg discussion work."

Clearly, teachers are themselves part of the curriculum in action, and make an essential contribution to the learning process. However, we also recognize that, just as children have prior ideas about the natural world, teachers have prior ideas about the teaching and learning process, and it may be that these personal beliefs are a major factor influencing their actions in the classroom. An important aspect of the project's work has been this provision of opportunities for teachers to reflect on their own ideas about teaching. This reflection on what happens in classrooms, and in the personal theories which shape it, can help to bring about changes in practice.

The project is currently developing INSET materials which give teachers opportunities to consider their views of teaching, learning and science, classroom strategies and ways of adapting their teaching to take account of students' prior ideas. The project has also begun an investigation of the development of children's ideas in science throughout schooling with a view to providing information which may help teachers to take a longer view of the learning process.

The Children's Learning in Science Project is directed by Dr Rosalind Driver, Reader in Science Education at the University of Leeds. Angela Brook and Kate Johnson are project research staff. The project has been funded by the DES and SCDC through the Secondary Science Curriculum Review.

The teaching schemes package is available (priced £20) from The Business Secretary, Centre for Studies in Science and Mathematics Education, University of Leeds, Leeds LS2 9JT. Further information about the project can be obtained from the CLISP Project Officer, at the same address.

EXTRA

TEEMed up continued

a parallel circuit if two components are to work together, the use of a series circuit if one component is to control another, the idea of resistance and importance of timing and sequencing in control circuits. Pupils use a range of controlling devices (microswitch, mercury tilt switch, reed switch, light dependent resistor, variable resistor, computer input and output) to design and build solutions to problems using lamps, LEDs, buzzers and motors. The development of technological, creative and inventive skills are seen to be very important and set the electrical circuits work in a meaningful context.

Some idea of pupil activity and progression can be seen from a list of the unit titles:

1. Investigating components and measuring currents;
2. Series and parallel circuits;
3. The LED game;
4. Investigating switch control;
5. Communicating using electricity;
6. Building and controlling a vehicle;
7. Automatic control of a vehicle;
8. Lighthouse project;
9. Changing the current;
10. Sequences for a buggy;
11. Computer output control;
12. Using computer inputs and outputs;
13. Final project.

The computer software supplied provides an environment for initial control using one input and one output with a syntax and language free structure, a buggy control system linked visually to the operation of the circuit, a sensing and display package and a computer-based reporting system. It should be pointed out that the computer-based work is only a small (but necessary) part of the course. Most pupil time is spent designing and building conventional circuits.

The aim of part 2 is to provide a bridge between electric circuits and electronics and to introduce different ways of thinking. An understanding of current flow has always been essential, but in electronics and microelectronics circuits are very small and voltage design is the concept to be developed. Pupils are encouraged to extend their thinking in terms of "blocks" with only "control signals" moving between them. The progression from "one circuit controlling another" is developed through the use of reed relays and capacitors to produce timing circuits as a natural progression from the mechanical and computer-based timing in part 1. The range of control is extended by using an on/off forward/reverse DRIVER with the emphasis still placed on one circuit controlling another. The driven circuit is seen as being separate from the controlling circuit. As in part 1, constructional projects form an integral part. Links are provided to information technology with the opportunity for pupils to complete worksheet outlines supplied on disk using wordprocessing.

14. One circuit controlling another;
15. Building a burglar alarm;
16. Storing and using charge;
17. Electronic control;
18. Short-time memory;
19. Using a permanent memory;
20. Counting electronically;
21. Timing and sequencing;
22. A computer-controlled washing machine;
23. Final project.

Care has been taken to design the counter unit so that it operates if pupils make a "series" control circuit to turn it on as they would do for a lamp or LED. The LDRs will work with the normal light levels found in a lit room and also from a VDU screen to operate the driver units. In this way the use of computer control links directly to the rest of the work in the course.

I should like to thank the development group for all their hard work and Andrew Cooper (now at the Trent International Centre for School Technology) for producing the initial structure.

TEEM pack 1 and TEEM pack 2 are available at £25 each from Schools Branch, County Hall, Chester, CH1 1SQ, cash or local authority order. Each pack contains a teacher's guide, copy masters for pupil instruction sheets, pupil answer sheets, assessment materials and a 40 track BBC disc of the software for use by a single institution. The TEEM pack is available from Add Lock & Co Ltd, Neville Street, Oldham, who will supply price details of the packs. Lego or Fischertechnik is available from various suppliers.

Prices for TEEM Co-ordinator, Quaker High School, Warrington.



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Primary science

Time-worn mistakes

LYNN NEWTON • DOUGLAS NEWTON

Science education has, at last, been given a speaking part on the primary school stage. Rightly or wrongly, it will tend to be judged by its first speech. However strong the arguments for primary science teaching, its fate will be determined by its actions. If the science is trivial, weak or irrelevant then it will be neither respected nor valued and will end its days in the wings as an extra.

Primary science education has set itself a difficult task. It does not see its main aim as teaching the products of science: its concepts, laws and generalizations. Instead, it wants to develop a scientific attitude in children, to discipline their approach to ideas and information and how they evaluate them. Of course, skills and processes cannot readily be developed in a vacuum and it is largely through the vehicle of the products of science that the end is to be achieved. Various DES and HMI documents identify the major products which primary school children should experience. So the products of science, sometimes devalued and despised in their lesser role, are very pertinent to the success of primary science. They are also the bits of primary science most accessible to society. Why then, is more care not taken to avoid the time-worn mistakes of last year's secondary science?

Resurrected like Count Dracula, we find the classical, spouting-can error. The lowest jet does not reach its maximum range on a level with the base of the can. Primary science is nothing if it is not mainly a practical activity. Can those who propagate such errors really believe their own dictum? Similarly, does a ruler in a beaker of water really look like that? Or is it a false analogy with the refraction of a ray of light through a glass block? Are water-wings now so effective that the displacement of air is what matters? Does light through a jar of water really produce a spectrum in the shape of an arc? Bad science is not confined to pictures. Elsewhere we find, for example, detailed expositions of centrifugal force and momentum defined as energy.

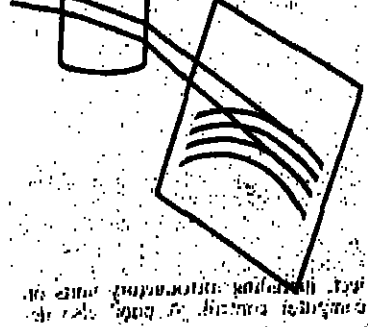
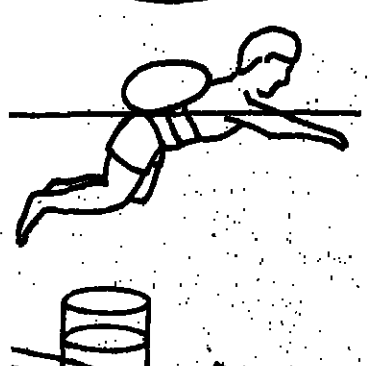
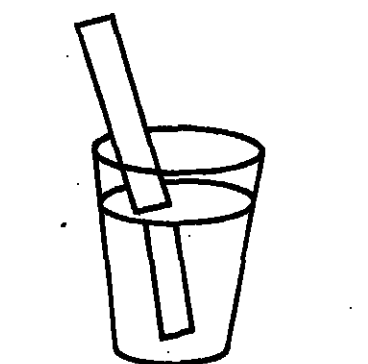
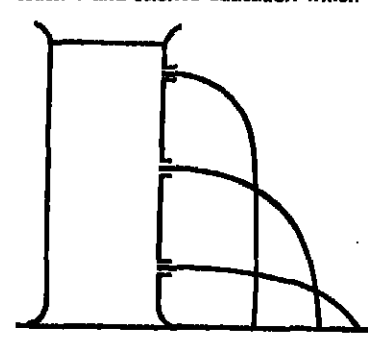
But more important than the misconceptions themselves is the underlying attitude to primary science which many seem to have. It seems that their first source is elementary secondary science. Now, secondary science itself is changing, and more emphasis is placed on skills and processes (than before, but it is not this science which is the source of inspiration but that of several decades ago. Should primary science comprise the cast-offs of secondary science? Is it to be nothing more than pulled-down lower school science, re-written with shorter words? Does it have nothing of its own to say?

Having decided to emphasize practical skills and processes, they must be practised with materials which is relevant and appropriate to the younger child. In general, that material should have its origins in the child's environment and should begin to provide a coherent and organized view of the world, the self, other people and how they are related. Secondary science

should be building on the foundations of skills, processes and products laid in the primary school stage. The exemplars and materials for older children are not necessarily those best suited to develop such foundations.

The credibility and respectability of primary school science will tend to be judged on its teaching materials. An established subject can sustain and survive the occasional bad actor. Its reputation is robust and its long history inclines the critic to patience. Primary science education is not yet in that secure position.

Lynn Newton is Lecturer in Primary Education (Science) at Newcastle University. Dr Douglas Newton is a science teacher and science education writer.



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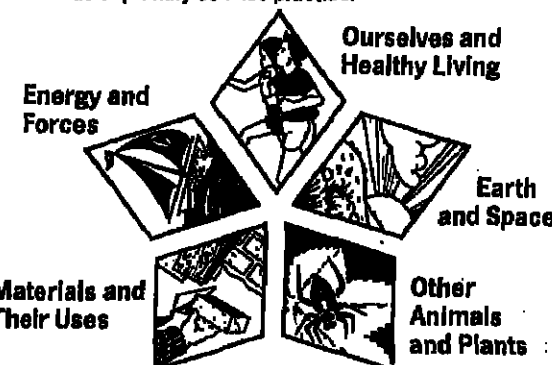
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Conversation piece

Painters and Models: Hogarth and British Painting 1700-1760.
 Tate Gallery until January 3.

If Hogarth was the decisive figure in freeing British painting from foreign domination, this generally enlightening and enjoyable exhibition refuses to let him completely overshadow important contemporaries. What is more, a proper place is given to those foreign painters who assisted in the emancipation of native talent, like Joseph Van Aken who brought an everyday genre picture from Flanders, and Philip Mercier who introduced the French taste for costumed figures in a pastoral setting called the *fin galante*. When these two categories combined with the British obsession for portraiture, the outcome was the conversation piece, practised in one form or another by artists as important as Highmore, Hogarth, Hymman, Gainsborough and Devis.

A portrait group, in or out of doors, the conversation piece easily and quickly accommodated the growing taste for country estates, animals and anecdotal interest. Hogarth's "The Cholomondely Family" includes these qualities while his "A Performance of The Indian Emperor" shows not only how close the conversation piece could come to theatrical performance but how they could be combined. These are both particularly fine paintings yet they are not alone. By 1730, Charles Phillips had put "Thomas Hill of Tern and His Family in a Landscape" and John Laguerre had painted "Four Scenes from the Opera of Florin, or Hob in the Well".

It was Hogarth, however, who brought the pictorial narrative series to maturity and turned it into a kind of comic history painting complete with moral lesson, as "The Rake's Pro-

gress" reveals. Every one of the eight canvases is packed with incident and together they require as close a reading as any novel. Closer, in fact, than Highmore's later "Twelve Scenes from Samuel Richardson's 'Pamela'", which pay attention only to the main events. But attentive reading is called for in Hogarth's single canvases, be they subject pictures, like "The March to Finchley", which gently mocks the defence of London against a possible Jacobite invasion, or group portraits like "The Graham Children", where the cat's interest in the caged bird attracts more than one participant's attention.

By mid-century, British painting had come of age. Hogarth's famous portrait of Captain Coram not only epitomizes the natural dignity and good sense of the sitter, it is a key-work in the gallery devoted to pictures donated by British artists to the Foundling Hospital started by that charitable gentleman. A national gallery in embryo. Hudson, Highmore and Hogarth gave portraits and subject pictures and others, including Wilson, Lambert and Gainsborough, gave views. Urban though most of these are and contemporary with those done in England by Canaletto, they are closely tied to the rapidly developing taste for natural landscape, of which Lambert's "Moorland Landscape with Rainstorm" and Gainsborough's "Extensive River Landscape" are excellent examples. Hogarth played no more part in this than did Ramsay or Reynolds who, fresh back from Italy, appear here as heralds of a new grandeur.

Michael Clarke

Right: Gavin Hamilton: "Elizabeth Gunning, Duchess of Hamilton", 1752



Patronage

The Tuscan. By Alan Osborne.
Made in Wales Stage Company. Sherman Arena, Cardiff.

The Tuscan is a play about Michaelangelo. Author Alan Osborne, a former art teacher, examines the years between 1506 and 1511 when Michaelangelo was struggling with his patron, the warrior pope Julius II. During this period Michaelangelo was compelled to abandon his work on the marbles for Pope Julius' tomb, first to cast an enormous bronze effigy of him, and then to paint the ceiling of the Sistine chapel. The central theme of the play is the relationship between art and patronage, and its contemporary relevance is pointed by the use of Arts Minister Richard Luce's face on the poster and quotations from his speeches in the programme.

History records that, however unwillingly Michaelangelo tackled the Sistine, he left a masterpiece there. Osborne makes much of the fact that the bronze effigy lasted only three years, and was then melted down and recast in the form of a cannon. The pope's tomb remained unfinished. What the moral of the story is, and how it relates to present Government policy, is not clear. Osborne's ambitious text, despite its rich lyricism and Jamie Garven's sympathetic direction, is too dense to make much of an impression at a first hearing.

Peter Mumford contributes a fine stage set that makes a sculptural statement in its own right, and is well worth seeing.

Barry Russell

Watermans Arts Centre, London, October 26-31; Theatr Clwyd, Mold, November 3-7.

Empty praise

River's Edge (18)
Curzon, West End.
Plumbum, or a Dangerous Game
National Film Theatre, October 13.

River's Edge explores a moral vacuum. It opens on a deliberately shocking image: a plump teenager meditating beside the naked body of the girl he has just murdered; and, no less eerie, the 14-year-old who casually observes the scene from across the river before throwing his younger sister's favourite doll into the water. The murderer is a psychopath who only feels truly alive when he kills. The boy, on the other hand, is "normal", yet totally blind to the feelings of others. The only emotions he experiences are anger, hatred and contempt.

There is little actual violence in the film. John tells his friends what he has done and they come to stare at the body, poking it to confirm that Jamie is dead. Their leader, Layne, calls for them to rally round: this is real, this is like being in the movies, they must stick together. John himself is unmoved, his authentic indifference contrasting with Layne's frenetic and self-dramatizing appeals for group solidarity.

Tim Hunter's film draws a parallel between these empty lives and a Sixties generation whose dislike of authority was motivated by real causes. The relics of the Sixties are now washed up like Feck (Dennis Hopper), a one-legged recluse who supplies drugs from the home which he shares with an inflatable doll and the wreck of his Easy Rider bike. Only Matt and his girlfriend gradually manage to dredge up some feeling for their dead classmate and are prepared to turn John over to the police.

Behind the picture of indifference and amorality one suspects an older



Layne (Crispin Glover) in *River's Edge*

generation's instinctive fear of youth: most teachers and parents have experienced the contempt and apparent impenetrability of young people when appealing to their better feelings. Eventually, the director weakens and the younger brother is allowed a moment of vulnerability, but it is so inconsistent with his previous behaviour as to appear sentimental.

The character of the 14-year-old suggests a comparison with Plumbum, the unpleasant "hero" of Vadim Abdrashitov and Alexander Mindadze's film in their season at the NFT. Plumbum becomes a volunteer member of the auxiliary police, tracking down minor criminals. In one sense, he is the counterpart of the young pioneer herds in conventional Soviet cinema,

a morally inadequate youth who exploits the system to satisfy his desire for power and his feelings of self-importance.

Answering questions at the NFT, Abdrashitov and Mindadze denied that they had intended to show Plumbum as the product of social or family circumstances. But their film is rooted in a particular society and, despite its pessimistic ending, offers a message which is not just one of alienation and moral void. The system that allows Plumbum to flourish is wrong and needs to be changed. Hunter has no such explanation for what is lacking in small-town America.

Robin Buss

The National Theatre's increasingly busy Education Department announced its plans for the future at a press conference last week. These include a national tour of David Hare's *Fanshew* (directed by Di Trevis) in early 1988, a season of the current touring production, *Apart from*

George, at the Royal Court (from November 3) and a revival of *The Pied Piper* with ILEA children, 800 in all, as "rats" opening on October 29 in the Olivier Theatre. A weekend devoted to Alan Ayckbourn's *A Small Family Business* is scheduled for next February and among projects "in the pipe-

Kill or cure

Can We Talk?
Breakout Theatre Company
White Hart Lane School, London N22

9.30am - 80 blurry-eyed sixth formers are met with energetic greetings. "Hi! It's great to be alive! What? This is supposed to be a programme about Aids, so why is a multi-coloured monster from Alpha Centaurion sucking these 'Okey-ya-ers' through probing tentacles into a bulking mass? Answer - for experiments to decide the fate of humankind."

The year is 1999: the Aids virus has reached epic proportions and the medical solution is cure through extermination to produce a race of "disease-free, perfect people". Does Homo Sapiens stand any chance of survival?

In a growing relationship of trust and understanding, the alien and the students "examine" human specimens who appear through giant feelers.

Giggles of recognition greet the "young, free and single, straight 'n safe" male, boasting 102 girlfriends and sympathy goes out to the heroin-addicted, single-parent, HIV positive prostitute who offers safe sex, but gets no takers. An optimistic and secure Aids-carrying gay meets an Aids-suffering, untreated African, banished from his village and wife to expose powerfully the injustice surrounding the virus.

The alien concludes that "Aids is only one of the complex factors which damages individuals". But is the human race to be saved? Breakout in this programme of theatre and follow-up work for 15 to 18-year-olds has once again created a colourful and vibrant visual extravaganza full of humour and compassion to explore and challenge attitudes to Aids.

Kate Elliott

Can We Talk? is currently on tour throughout London, Berkshire, Cleveland and Manchester. For full details contact Breakout on 01-485 2848.

American hero

Paul Bunyan. By W H Auden and Benjamin Britten.
Bowen-West Community Theatre, Bedford.

Written in the shadow of the Second World War and revised in 1976 following its authors' deaths, *Paul Bunyan* is a celebration. Its mighty American hero's exploits in taming the land hymn the brotherhood of labour - individual enterprise made socialist. It displays supreme skill in new uses of sound, both musical and verbal, and handled effortlessly by Britten and Auden.

With hindsight, it is easy to see Britten as the more practical theatre worker; operatic pastiche, country and western and blues are incorporated into his music. Strong singing by chorus and soloists (particularly Dale Branton's Inkslinger and Beth Kilby's Tiny) was matched by John Shayler's conducting and the orchestral playing which brought out the delicious variety of woodland colouring in the score.

In all but one respect, John Toppling's production was fine, with expert

characterization, movement (human and animal) and use of humour. But it was a mistake to have Bunyan on stage. The character was intended to be heard only as an amplified voice and despite David Willis's clean-cut and affable performance, impersonation reduces the hero's stature. He has no music and Auden wrote about his effects on others, so side-by-side with them he is doubly inert. I do not understand Mr Toppling's fondness at this venue for placing bits of action behind the audience - we could see more if everything happened in front of us.

Bunyan is a young person's opera, a delightful, wholly accessible work which other youth groups might profitably turn to.

Timothy Ramsden

The Arts Council is funding a scheme which will link poets reading, their work on radio with phone-ins, discussions, and readings in pubs and schools. On 22 local radio stations poets will read their work and be interviewed about it. Listeners will be asked to submit their own work, from which a selection to be read on a second radio programme will be chosen. More details from Regional Arts Associations or Sue Rose, 01-620 9495 ext 219/218.

Battledores, horn-books, copybooks, school reports, reading cards, invoices and receipts, printed school rules, presentation labels, school prospectuses, notes to teacher...

A wealth of such ephemera has been collected and preserved by The Ephemera Society and is currently being exhibited at various sites around the country.

The collection depicts educational times past with a vividness that only such material can evoke, giving sharp insights into the social, political and economic aspects of schooling through the years.

In association with the Society, The TES has published an illustrated booklet based on the exhibition with text by Maurice Rickards, foreword by Stuart Maclure and a teaching note by Graham Hudson.

THE TIMES

Educational Supplement

For your copy of the booklet, entitled *Happiest Days of Your Life*, send a cheque for £1.95 (including postage and packing) to Ephemera Booklet, The Promotions Dept., The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.

Happiest Days of Your Life



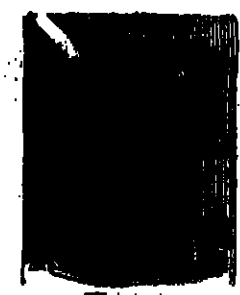
Inn



Egg



Ape



Jam



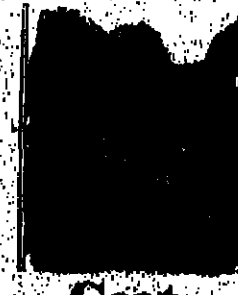
Frog



Book



Kite



Goat



Cat

The Ephemera of Education

Please send me _____ copy(ies) of *Happiest Days of Your Life* at £1.95 per copy.

I enclose my cheque for £ _____ made payable to The Times Supplements

Name _____

Address _____

Classified Advertisements

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INCENTIVE ALLOWANCES

Headings in the classified columns now reflect the new teachers pay structure. All vacancies in the State sector are classified by subject and incentive allowance. The amounts paid on each level are:

Main Scale Incentive:	Amount (£)
E	4,200
D	3,000
C	2,001
B	1,002
A	501

Please address classified advertisements to: John Ladbroke, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX. Classified Advertisements Rates: Single Column £2.42 per line (min. 3 lines). Classified Display £13.85 per s.c.o (min. 9.5cm x 2 cols £263.15). Box number facility £5.00. All rates are exclusive of V.A.T. Copy deadline (proofs permitting) Monday preceding Friday of publication. Corrections deadline 10.30am Tuesday preceding Friday of publication. Cancellation deadline 4.30pm Monday preceding Friday of publication. All advertisements are published subject to the Terms and Conditions of Times Newspapers Ltd. (available on request).

PRIMARY HEADSHIPS

continued

HAMPSHIRE
RE-ADVERTISING
WIMBORNE AREA
WIMBORNE FIRST SCHOOL
Headship vacant from 1st April 1988. Details available from the Area Education Office, Southampton, 805 5th Avenue, Winchester, Hampshire. Applications should be sent to the Area Education Office, Southampton, 805 5th Avenue, Winchester, Hampshire. Closing date: 15th November 1987.

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WEST GLAMORGAN
County Council
EDUCATION DEPARTMENT
Primary Headship

Applications are invited for the following posts to commence in January 1988 or as soon as possible thereafter.
Pantreopeth Infants School, Soar Terrace, Morriston, (Mixed) (130 + Nursery on Roll) (Age range 3-7)
Headteacher for this Group 3 school.
(Post Ref: 132/87).

Application forms and further particulars for the above post are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3BN.
The closing date for receipt of completed applications is Thursday 5th November 1987.

John Boale
Director of Education

BRENT EDUCATION

HEADSTONE PARK INFANTS SCHOOL, Sherrick Green Road, London NW10 1LB. Tel: 01-452 1027. Social Priority Allowance £201.276.

Required as soon as possible -
Headteacher - Group 4

Applications are invited from teachers with successful experience of leading initiatives in primary education. Such experience may have been gained as a deputy head, or alternatively as a curriculum leader, advisory teacher or support service teacher. The successful candidates will have a sound knowledge of the primary curriculum, and a clear commitment to raising educational standards; they will be familiar with race equality and gender equality issues in education and be keen to implement and develop LEA policies in these fields, and they will have successful experience of working closely with parents and the local community.

All Brent's primary schools are fully staffed in Autumn 1987, there are many new curriculum developments and in-service initiatives. If you would like to be involved in these, and to help lead and inspire them as a primary headteacher, we would like to hear from you. Gladstone Park Infants School is a three form entry school with a part-time nursery class for 30 children in the morning and 30 in the afternoon. There is a staff of 10 full-time and 2 part-time teachers and an E2L teacher. There are 2 Welfare Assistants and an NNEB in the nursery class. The school serves an area of mixed private and council housing and relations between home and school are good and it is hoped that the recently formed Parent Staff Association will result in even closer liaison. The pupils are from many different ethnic groups with the majority having Gujarati as their mother tongue. The Governing Body takes a great interest in the school and has always been very supportive.

Applicants from members of the black community are particularly welcome subject to Section 38(1)(b) of the Race Relations Act 1976.
Application forms and further particulars are available (very large SAE please) from the Director of Education, London Borough of Brent, PO Box 1, Chiswick House, 7 Park Lane, Weybridge, Middlesex HA9 7RW, returnable within 10 days, or telephone Mr. R. Thompson 01-895 5244.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 6th NOVEMBER 1987.

Brent is fundamentally committed to multicultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, disability and gay men and from disabled persons.

London Weighting of £1215 per annum is made.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

To: The School/Office

I am interested in the post of

Please send me further information

Name:

Address:

TES

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
MELBETH COUNTY
PRIMARY SCHOOL
Head Teacher (Group 4)
Applications are invited for the HEADSHIP of this school for April 1988, on the basis of the present holder's retirement. The successful candidate will be responsible for the school and further details are available from the County Council Education Officer, County Hall, Cambridge CB2 3RU. (a.s.e. please). Closing date: 4th November 1987. (135130) 110010

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
WORMLEY VOLUNTARY
CONTROLLED JUNIOR SCHOOL
Headship vacant from 12th April 1988. Group 5 salary plus fringe allowance. The County Council operates a general recruitment incentive scheme. Application forms and further details are available from the County Council Education Officer, County Hall, Hertford SG13 5BQ, to whom completed application forms should be returned by Monday 5th November 1987. (10055) 110010

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KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
ST. MARTIN'S CATHOLIC
PRIMARY SCHOOL
Head Teacher, Group 4. Role and duties as soon as possible after 1st January 1988. Candidates should be experienced and well qualified, practical, Roman Catholic holding the Catholic Teachers Certificate. Further particulars and application forms may be obtained from N.W. Taylor, Woodfield Road, Tonbridge, Kent, to whom they should be returned by 6th November 1987. (10054) 110010

Applications are invited from suitably qualified and experienced teachers interested in working in this exciting inner-city environment. The closing date for applications is 6th November 1987 unless indicated otherwise.

Headships

Headships are not open to job shares. Unless indicated otherwise please send feedback on application form and further details to Education Officer, PER/PS4, Room 262a, The County Hall, London SE1 7PB. Tel: 01-453 3814. (N.B. Applications can NOT be dealt with on this number). Application forms and further details are available from the Head of the school, unless requested otherwise.

Nursery Education

ST CHRISTOPHER'S (N)
Bridgeway Street (Somerset), Wilt.
Tel: 01793 6321. Tel: 30.
Head: Anne Denham
Required asap. Deputy Headteacher Group 5. Visits essential.

Primary Education

ALMA (JM)
Alviss Street (entrance Mack's Road, Southwark Park Road), SE16 3SF.
Tel: 01-452 5452. Tel: 100.
Head: Mr. J. Shering
Required January Deputy Head Group 4. Energetic teacher with successful classroom experience. Prepared to take on a leadership role in staff and curriculum development whilst offering a particular expertise in an area of the curriculum. Music would be an asset. A commitment to parental involvement is expected.

THOMAS FAIRCHILD (JM)
Nether Grove (Wimborne Street, New North Road), N1 7HX.
Tel: 188 + 11 F/T & 41 P/T N. Vacant 1st January, Group 4.

HILLBROOK (JM)
Hillbrook Road, Upper Tooting, SW17 8SG. Tel: 01-872 3957. Tel: 392 + 50 P/T N.
Head: Mrs. S. M. Jassoy
Required asap Deputy Head Group 6 for this thriving multi-racial school. Must be keen to take a leading role in supporting the ongoing development of the school and developing further the whole curriculum.

HOLY CROSS RC (JM)
Ashington Road, Fulham SW6. Tel: 01-738 1447.
Head: G. J. Mulligan
Required January Deputy Head Group 3. Applicants should be successful class teachers with proven record of leadership skills in present post, able to contribute to the further development of this Catholic Primary School. Application forms available from Clerk to the Governors of the school.

ST MARY'S CE (JM) & (N)
6 Balm Park Road, SW12 8DR. Tel: 01-673 4166. Tel: 270. Head: Mr. G. Muscard
Required from January or asap. Deputy Head Group 3. Experienced teacher to assist in curriculum development.

CHARLTON PARK (PD)
Charlton Park Road, SE7 8HX. Tel: 108.
Vacant 1st January 1988. Group 7(S).
Closing date: 13th Nov. 1987.

TEMPLARS 58 (MIL)
Toliet Street (Globe Road), E1 6SP.
Tel: 85.
Vacant now, Group 6(S).
Closing date: 13th Nov. 1987.

DEPUTY HEADSHIPS
All posts are open to job shares unless indicated otherwise (N.B. A register for pairing potential job-shares is maintained by EOP/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-453 3814. (N.B. Applications can NOT be dealt with on this number). Application forms and further details are available from the Head of the school, unless requested otherwise.

SPECIAL EDUCATION
WEAVERS FIELDS (EAD)
Maze Street, E2.
Tel: 01-738 6321. Tel: 30.
Head: Anne Denham
Required asap Deputy Head Group 4(S) to assume role in the management and development of the school, in addition to teaching a small class group.

Inner London Education Authority
IS AN EQUAL OPPORTUNITY EMPLOYER

Nursery Education

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
BEDFORDS WIMBORNE V.C.
LOWER SCHOOL
Headship vacant from 1st April 1988. Details available from the Area Education Office, Bedford, Bedfordshire. Applications should be sent to the Area Education Office, Bedford, Bedfordshire. Closing date: 15th November 1987.

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Primary School Education

Headships

BARNESLEY
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
LAWRENCE BRIGGS INFANT SCHOOL
Headship vacant from 1st April 1988. Details available from the Area Education Office, Barnsley, Yorkshire. Applications should be sent to the Area Education Office, Barnsley, Yorkshire. Closing date: 15th November 1987.

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Headship vacant from 1st April 1988. Details available from the Area Education Office, Barnsley, Yorkshire. Applications should be sent to the Area Education Office, Barnsley, Yorkshire. Closing date: 15th November 1987.

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Primary School Education

Headships

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BARNESLEY
METROPOLITAN BOROUGH COUNCIL
ED

61

Leicestershire

Please contact the Headteacher for further details and application forms (p.a.s. please).

SECONDARY

MAIN SCALE + TEMP 'B' ALLOWANCE

LONGDALE COLLEGE, Warrily Lane, Stratford, Leicester. (14-16)
NR8 10TG.

MATHS — Required for January 1988, a Deputy Head of Mathematics. Our faculty is committed to collaborative teaching of mathematics.

BROOKVALE HIGH SCHOOL, Ratby Road, Groby, Leicestershire (11-14).
NOR 601.

DRAMA — Required January 1988 to teach throughout the school. Temp B Allowance is available for a pastoral role for Head of Year. Excellent facilities, including a purpose built Drama Studio.

Telephone (0533) 877851.

KING RICHARD II SCHOOL, Elmeare Road, Leicester LE5 1BE.
(11-16). NOR 524.

BUSINESS STUDIES — Required January/April 1988, teacher to take charge of Business Studies Allowance B available for suitably qualified candidate.

MAIN SCALE

WILKING EDWARD VII COLLEGE, Warren Hill Road, Coalville, Leics.
NOR 1037

PHYSICS/DOUBLE SCIENCE — Required January 1988.

SCSWORTH COLLEGE, Leicester Lane, Desford, Leics. (14-16).
NOR 1158.

BOYS' PE — Required January 1988.

STRETCH HIGH SCHOOL, Central Avenue, Ilkeston, Leics. (14-16).

MATHEMATICS — Required January/April well qualified teacher to teach across the whole age and ability range. Ability to teach Computer awareness would be an advantage.

MR RICHARD HILL SCHOOL, Ellesmere Road, Leicester. (11-16)
OR 82A.

IMMEDIATE & SPECIAL NEED — Required January 1988.

PRIMARY

DEPUTY HEADSHIP

HEDGE JUNIOR SCHOOL, Mere Close, Off Mere Road, Leicester
CB 3DL. Group 4. NOR 26A.

Headteacher required for January/April 1988 in this thriving junior school in inner urban area with a multi cultural community of around 240 pupils.

Further details and application form available from the Director of Education, County Hall, Glenfield, Leicester LE5 8TF (see) to be returned not later than 30th November 1987. Previous applicants will be considered.

MAIN SCALE

BARWOOD PRIMARY SCHOOL, Netham Street, Leicester LE4 6NE. NOR 371.

Required January a language support teacher for English as a second language throughout the school. A commitment to modern educational practice is essential and an ability to speak an Asian language would be an advantage. This is a Section II post.

THE PRIMARY SCHOOL, Ratby, Leicestershire LE12 5BB

Required January, enthusiastic, imaginative teacher for lower juniors. A person able to take responsibility for music would be an advantage.

SPECIAL SCHOOL LEADSHIP

at the MILLGATE CENTRE, Scott Street, Leicester. Group 8(8) plus residential allowance.

is required for January/April 1988 for this day residential school for primary aged children with emotional and behavioural difficulties. Millgate Centre is in the City of Leicester but has developed as a resource for the Leicestershire County, offering support to individual children and their families as well as mainstream schools.

Closing date: 28 November 1987. Previous applications will be considered.

For details and application forms for the above post go to the Director of Education, County Hall, Glenfield, Leicester LE5 2DE.

MIN SCALE + 'C' ALLOWANCE
FIELD SCHOOL, Broad Avenue, Lakeside NOR 10L.
From January 1988, or as soon as possible an enthusiastic teacher to
charge of micro technology in the school and to develop and run the
Technology Assessment Centre.
The post is an assessing children with special educational needs for use of
technology is essential.

SECRET

65

LITTIAM FOREST
EQUAL OPPORTUNITY
EMPLOYER
Littiam Forest is a multi-ethnic area and we are anxious to ensure that all are reflected in our Workforce. We welcome applications from people regardless of race, colour, creed, sex or national origin, age, ability, marital status, sexual orientation.
LITFIELD SCHOOL AND NURSERY
100 Edmond Road, London E17 7JG
Mr P. Turner
REQUIRED AS SOON AS POSSIBLE
TEACHER - MAIN SCALE
Qualifications: B' and Outer London Education Temporary Accommodation may be available.

department to work with
nary aged children. The
is suitable for teachers

and a staff with a wide variety of special needs. They also act as a resource for parents and are greatly interested in the special needs field. Whitefield's multidisciplinary approach is active in the wide range of educational disciplines represented among its staff including 68 teachers. Facilities include a special needs library and information service probably without parallel in the country. Application forms and further details may be obtained from Mrs C. Coleman at the

OKFIELD HOUSE
COL
FRANKLIN, MASSACHUSETTS

assist in recruitment of
are in this Authority a
group has been opened for
a week during term-
from 8.30 a.m. - 4.30
providing for teachers
ran from 3-8 years of age.
160026

SPECIAL SCHOOL
Letter
Group 5
 from suitably qualified teachers for the post of

Officer, Ambassador
Chester, West Sus-

er 1987.

(539211)

Essex

100

ANCE B
n Technology is
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Design Technol-
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House School,
hom completed
Friday/October

Figure 1 is a line graph illustrating the percentage of the total sample for various age groups over time. The x-axis represents years from 1970 to 2000, and the y-axis represents the percentage of the total sample, ranging from 0 to 100. The age groups are: 0-14, 15-24, 25-34, 35-44, 45-54, 55-64, 65-74, and 75+. The graph shows a general trend of decreasing percentages for younger age groups and increasing percentages for older age groups over time.

SPECIAL EDUCATION

continued

KIRKLEES
METROPOLITAN
COUNCIL

**DIRECTORATE OF
EDUCATIONAL SERVICES**
FAIRFIELD SCHOOL
Dale Lane, Hackensall, W. Yorks. WF16 9PA

RE-ADVERTISEMENT

Required for January 1988 or as soon as possible thereafter, a teacher to be responsible for a class of children with profound and multiple learning difficulties.

Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale plus allowance B.

Application forms and further details (SAFE) should be sent to the Director of Educational Services (Ref: P1), Oldgate House, a Oldgate, Salford, M6 6JW to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants (16003)

SOUTH GLAMORGAN COUNTY COUNCIL
REQUIRED FOR JANUARY 1988 OR AS SOON AS
POSSIBLE THEREAFTER

**HOWARDIAN HIGH SCHOOL, CARDIFF
(11-18 COMPREHENSIVE) 6 FORM ENTRY
SPECIAL NEEDS CLASS TEACHER: MAIN SCALE +
ALLOWANCE B**

Applications are invited from qualified teachers for the post of teacher in the Special Educational Needs Unit attached to this school.

The post is temporary for two terms. Further particulars on request.

**MEADOWBANK RESIDENTIAL SPECIAL SCHOOL, CARDIFF
TEACHER: MAIN SCALE + ALLOWANCE B**

Teacher required for this all age special school, which caters for pupils with severe speech and language disorders. An interest in Physical Education, Music or Art and Craft would be an advantage.

Candidates must be prepared to be flexible in the allocation of responsibilities and age range of pupils taught, in line with the changing needs of the pupils. Candidates must also be committed to gaining a qualification in Paget Gorman Signed Speech.

Additional payment will be made for extraneous duties. Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG, to whom applications should be returned within 10 days of the appearance of this advertisement.

Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.

Re-advertisement

**THREE SPIRES SCHOOL, Kingsbury Road,
CV6 1PI. Tel: 0203 594952**

Assistant Teacher

Required January 1988 or as soon as possible to take responsibility for organising and running the Nursery class within this school which has an extensive Outreach Programme and is for primary aged children with moderate learning difficulties. The post entails developing strategies to facilitate early intervention, accurate observation and assessment and a subsequent appropriate learning programme. The candidate appointed will also be expected to initiate and develop pre-school programmes and work with the necessary local authority agencies. Main Scale plus allowance B. Candidates welcome to visit school by arrangement with the Head, Mr. Chris Worrall, from whom further details are available.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present/last Head Teacher to the Head Teacher at the school, within 10 days of appearance of advertisement. Enclose S.A.E. if acknowledgement required. Convancing disqualifies. Previous applicants need not re-apply.

Applications will automatically be carried forward.

We welcome applications from men and women regardless of disability, race or marital status.

SHROPSHIRE

**BIRCHBANK SPECIAL
SCHOOL**
Stitchley, Shropshire TF5
Tel: 01951 591881

Required for January 1988, or as soon as possible thereafter, a teacher to be responsible for a class of children with profound and multiple learning difficulties. Permanent Full-time position. Salary on the Main Scale plus allowance B to work within the school's Inclusive Education department, pupils 16-19 years, an interest in P.E./Movement activities an advantage.

Application forms and details from the Head by telephone or letter as soon as possible. (160537) 160036

Main Scale

**DERBYSHIRE
COUNTY COUNCIL**
Please see composite advert under Secondary. 160040 (16612)

**DONCASTER
DONCASTER COLLEGE FOR
THE DEAF**

Teacher required for Basic Mathematics course, to S.E. and G.C.S.E. level, with deaf students commencing January. Applicants are required to have a Diploma in Deaf Education or be prepared to undertake the required training through an in-service course. Basic Teacher's Scale plus S.E. Allowance. (160040) (160433)

Letters of application to Mr. R. Dickinson, Director of College, enclosing curriculum vitae. (160433) 160040

HARTFORDSHIRE

SHAKESPEARE SCHOOL
Bells Hill Lane, Abbots Langley, Bucks HP8 4JG
Required for January 1988 for as soon as possible thereafter, a teacher to be responsible for a class of children with severe learning difficulties. Main Scale London plus allowance B. While experience in this field would be an advantage, it is not essential. The post provides a challenging opportunity for an experienced teacher with proven management skills. The post involves working with pupils with special needs who would like an opportunity to gain knowledge of working with pupils with special needs will receive serious consideration. An interest in P.E. Language development and the use of computers would be an asset. Application form and details from the Head Teacher on receipt of a S.A.E. (16073) 160040

LONDON W5

**BLOOMSBURY HEALTH
THE ROYAL NATIONAL
DEAF SOCIETY**

Teacher required for Basic Mathematics course, to S.E. and G.C.S.E. level, with deaf students commencing January. Applicants are required to have a Diploma in Deaf Education or be prepared to undertake the required training through an in-service course. Basic Teacher's Scale plus S.E. Allowance. (160040) (160433)

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Independent Schools

Headships

HONG KONG

Vacancy for Principal of International School, Hong Kong. See "Other Vacancies" section. (160038) 160010

NORTHAMPTON HIGH SCHOOL

The Governors invite applications for the post of

HEAD

Tenable from September 1988 on the retirement of Miss S. Lightburne, M.A.

This is a C. of E. Independent day school for 750 girls, founded in 1878. The age range is 3-18, with a Sixth Form of about 100. The school will be moving in 1990 to newly built premises on a campus of 23 acres, at the edge of the town.

Candidates should have a record of achievement in education and be able to demonstrate qualities of active leadership.

The post was previously advertised at a Group 9 salary, but following a review of pupil numbers the salary level will be for a Group 10 school, with Government Superannuation.

For further information please apply immediately to: The Headmistress's Secretary, Northampton High School for Girls, Demgate, Northampton NN1 1UN. (162464)

CRANBROOK SCHOOL

KENT

A co-educational Upper School of 300 boarders and 420 day children, including a Sixth Form of 300.

The school was founded in 1520 and is now Voluntary Aided.

Applications are invited for the appointment of

Head

which becomes vacant on 1st September 1988

Full details and application form may be obtained from The Clerk to the Governors, Cranbrook School, Cranbrook, Kent, TN17 3JD. Tel: 0590 713334/712554

Closing date for applications 6th November 1987



City of Coventry

ESSEX

**BRENTWOOD SCHOOL
(HMC)**
Required for January 1988 for as soon as possible thereafter, a teacher to be responsible for a class of children with severe learning difficulties. Main Scale London plus allowance B. While experience in this field would be an advantage, it is not essential. The post provides a challenging opportunity for an experienced teacher with proven management skills. The post involves working with pupils with special needs who would like an opportunity to gain knowledge of working with pupils with special needs will receive serious consideration. An interest in P.E. Language development and the use of computers would be an asset. Application form and details from the Head Teacher on receipt of a S.A.E. (16073) 160040

Deputy Headships (Inc.

**Second Masters/
Mistresses)**

CHESTER

APPLYING SCHOOL
City Wall Road, Chester CH1 2NP. 312078

The post of DEPUTY HEAD is becoming vacant in September, 1988 on the retirement of the present holder. Applications are invited from well qualified, experienced teachers. Salary - Deputy Head Group 9, Main Scale plus allowance B. Further details and application form from the Headmistress, applying curriculum vitae. (160433) 160040

Remedial and Special

Needs Teaching Posts

Other Assistants

LONDON W11

**MEMORAH GRAMMAR
SCHOOL FOR BOYS**
W11 9DD
Required for January 1988, a teacher of Special Needs able to work effectively in class groups, withdrawn and support groups with pupils who have learning difficulties. Apply in writing with C.V. and three referees. (160032) 161094

ST. COLUMBA'S COLLEGE
DUBLINAPPOINTMENT OF WARDEN
(PRINCIPAL)

Applications are invited for the post of Warden as from 1st August, 1988. It is intended to make an appointment early in 1988 and the closing date for applications is 20th November, 1987.

St. Columba's College is a Church of Ireland co-educational secondary boarding school, with a number of day pupils, the present numbers being about 300. The Warden is a member of the Headmasters' Conference. Details concerning the school can be found in the Independent Schools' Year Book.

Application Forms, particulars of salary and further information about the post may be obtained from: The Secretary to the Fellows, St. Columba's College, Whitechurch, Dublin, 18, Republic of Ireland. (160038)

Bedford High School
GSA - 1052 Girls (Day and Boarding)
SENIOR TEACHER

Required from 21st April 1988 or 1st September 1988, to work under the Deputy Head, and to be responsible for the administration, organisation and discipline of the Senior School (11 to 18 age group). This is a new post. The successful candidate will be expected to co-ordinate the work of the Year Heads, and to teach her/his subject to GCSE and A level standard (French or English particularly useful). Salary: Harpur Scale, (Enhanced Baker Scale, with Senior Teacher Incentive Allowance). Apply with full curriculum vitae, names and addresses of two referees, before closing date of Wednesday 11th November 1987 to: The Headmistress, Bedford High School, Bromham Road, Bedford MK40 2BS (160116)

HARROGATE LADIES' COLLEGE

**INDEPENDENT SCHOOL
FOR GIRLS
(400, mainly boarding)**

On the retirement of Miss I. Crawford, applications are invited for the post of

DEPUTY HEAD

(resident)

which becomes vacant on 1st September 1988.

Further details can be obtained from the Headmistress, Harrogate Ladies' College, Clarence Drive, Harrogate HG1 2QG (tel: 0423-604543).

King's School

Rochester

DEPUTY HEAD

On the appointment of the present Deputy Head to the Headship of Birkenhead School, applications are invited for the above post in this HMC Day and Boarding School of 600 (8-18: Vith Form Girls).

The post becomes vacant in September, 1988. Further details can be obtained from the Headmaster, King's School, Satis House, Boley Hill, Rochester, Kent ME1 1TE or ring (0634) 43913. Closing date for applications, 9th November 1987.

Independent Schools

Headships

HONG KONG

Vacancy for Principal of International School, Hong Kong. See "Other Vacancies" section. (160038) 160010

INDEPENDENT
EDUCATION

continued

HAMPESHIRE

RODLE HOUSE SCHOOL
Lymington, Hampshire
Required for January, April or September 1988, a teacher to be responsible for a class of children with severe learning difficulties. Main Scale London plus allowance B. While experience in this field would be an advantage, it is not essential. The post provides a challenging opportunity for an experienced teacher with proven management skills. The post involves working with pupils with special needs who would like an opportunity to gain knowledge of working with pupils with special needs will receive serious consideration. An interest in P.E. Language development and the use of computers would be an asset. Application form and details from the Head Teacher on receipt of a S.A.E. (16073) 160040

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Application Forms, particulars of salary and further information about the post may be obtained from: The Secretary to the Fellows, St. Columba's College, Whitechurch, Dublin, 18, Republic of Ireland. (160038)

PREPARATORY SCHOOLS continued

Science

Other Assistants

LONDON W5
ST BENEDICT'S JUNIOR SCHOOL
5 Montagu Avenue, Ealing,
London W5 2XT
(Tel: 01-897 5800)
Benedictine Day School
(600 boys, aged 4-11)
vacancy in January for a quali-
fied and enthusiastic teacher
in PRIMARY SCIENCE course
for ages 7-11 and for PHYSICS.
AL EDUCATION for ages 4-11;
also to help with games in
school with good sporting
tradition. Franchise
preferred. Baker plus St Ben-
edict's Allowance, London
Allowance, DES Supremacy
allowance.
Please apply in writing with
full C.V. and names of two
references to the Revd. Headmas-
ter. (305599) 204824

Other than by Subject Classification

Other Assistants

GLOUCESTERSHIRE

JUNIOR FORM TEACHER
Invited for May 1988, or
September, a qualified mature
and enthusiastic teacher to
teach Junior Form boys (ages
after 7 to 8 year olds in boys' school). This is a full-time
position with a salary of £10,000
plus 10% and a house. The post
may be combined with the
Headmaster's duties in the
afternoon. Further details from
the Headmaster, Oakley Hall, Cip-
penham, Glos. (02587) 205754

HAMPSHIRE

ROCKSBURY PARK
Wickham, Hants PO17 6HT
I.A.P.S. Day & Boarding
School 160 Girls 4-12 years
Required for January
1988, a qualified teacher for
class of 35 year olds (2nd year).
Resident or non-resident.
Salary Main Scale Baker.
Apply in writing to the
Headmaster, giving names
and addresses of 2 referees.
(30513) 205724

LONDON W8

SOUTH HAMPTON HIGH SCHOOL (GPDET)
Junior Department, 12
Netherhall Gardens, London
NW8 5TZ
Required for January 1988,
two enthusiastic teachers to
teach classes of 25-30
year olds and 30-35 year
olds for 38 7/8 year olds.
The school has a lively com-
munity and there is much scope
for creativity in the
classroom. Please state any special
interests.
Applications in writing with
curriculum vitae and names of
two referees to the Headmas-
ter, South Hampton High
School, 12 Netherhall Gardens,
London NW8 5ZZ. 205724
(16585)

LONDON W8

**QUALIFIED PRIMARY
TEACHER**
Required for January, 1988
for class of 4 yr. olds, in N.
London Day School, 33 Pri-
nce's Avenue, London NW3 5JZ.
Apply in writing enclosing
C.V. to: The Headmaster,
33 Prince's Avenue, London NW3 5JZ.
(30455) 205724

LONDON SW16

PURNEY HIGH SCHOOL
25 Putney Hill, London
SW16 5JL
Tel: 01-788 4886

**REQUIRED FOR JANU-
ARY 1988** an experienced,
enthusiastic class teacher
for 6-7 or 8-10 year olds.
Interested in computing
but not essential.
Please apply with cur-
riculum vitae and names
and addresses of two referees
to the Headmaster. 205724
(30455)

SURREY

GLAIDALE SCHOOL
Arundel Road, Chertsey, Surrey
GU15 2JL
Qualified teacher required for
January, 1 day per week.
Apply in writing to the
Headmaster. 205724
(30518)

WEST SUSSEX

**GENERAL SUBJECTS
TEACHER**
Required for January 1988 in
new co-educational prepara-
tory boarding school. Must be
qualified and experienced
to teach 7-9 year olds. Knowledge
of school activities essen-
tial. Excellent salary and
accommodation. Salary: Col-
umbia Scale.
Please apply in writing with
curriculum vitae, together with
names and addresses of two
references to Mr. A. Rogers, Head-
master, Cottisford School,
Bucknell Hill, Crawley, West
Sussex BN11 9AU. 205724
(30405)

LONDON SW7

THE HAMPSHIRE SCHOOL

Qualified teacher re-
quired for January 1988 in
new co-educational prepara-
tory boarding school. Must be
qualified and experienced
to teach 7-9 year olds. Knowledge
of school activities essen-
tial. Excellent salary and
accommodation. Salary: Col-
umbia Scale.
Please apply in writing with
curriculum vitae, together with
names and addresses of two
references to Mr. A. Rogers, Head-
master, Cottisford School,
Bucknell Hill, Crawley, West
Sussex BN11 9AU. 205724
(30405)

LONDON W8

LADY EDEN'S SCHOOL
41 Victoria Road, London W8
5RT
Required in January 1988 a
qualified experienced teacher
for Kindergarten (4-5 year
olds) mornings only. Also an
opportunity to teach with
other age groups in the after-
noon. Development and
enrichment scheme and Baker
Salary with London Allo-
wance.
Apply in writing with re-
ference and curriculum vitae
to Miss C. Trevethan, Head-
mistress. (30551) 205724

MALVERN

**PREPARATORY
SCHOOL**
Rushmore Road, Malvern
WR14 1EX
Required for January 1988 an
enthusiastic and suitably qual-
ified teacher of French who
will also be expected to
teach boys' games to match
level and be prepared to take
a full part in the life of the
thriving day school. There is
scope for a teacher in this
post may be combined with
the Headmaster's duties in the
afternoon. Further details from
the Headmaster, Oakley Hall, Cip-
penham, Glos. (02587) 205754

NORTHAMPTON

QUINTON HOUSE SCHOOL
Co-educational: 210 pupils
Required for January or
April 1988, an enthusiastic
teacher for 10-13 year
olds in this junior school
which has its own separate
junior department.
The ability to get on well
with young people in a
friendly yet firm way will be
essential for this post. This is a
happy, flourishing school with
high standards and the ability
to communicate well is more im-
portant than the subjects
offered, although somebody
able to teach mathematics or
science would be particularly
welcome.
Boys' willingness to teach
boys' games would be an
added advantage. Salary: Baker
plus 10% allowance.
Apply in writing with full C.V.
and the names of two referees
to the Headmaster, Quinton
House School, Upton, North-
ampton NN6 6UX. (16575) 205724

READING

PREPARATORY SCHOOL
Cottisford Road, Reading
RG2 3JL
Required for April or Septem-
ber 1988.
Applications for the above
post are invited from qualified
teachers who should be pre-
ferring Roman Catholics. They
should be prepared to
teach 6-8 year olds from 8 to 8
years.
The successful applicant will
be a full-time teacher with
teaching in a highly successful
school and a pleasant environ-
ment and enjoying superb facili-
ties.
Apply in writing to the Head-
master, giving curriculum vitae
and names of two referees.
(30584) 205724

SOUTH KENSINGTON

Required immediately an ex-
perienced teacher for 4-5 year olds.
Apply to the Headmaster,
House, 19 Northcote Place, Ken-
sington SW7 4QB. Tel: 01-273
4801. (30587)

SURREY

PREPARATORY SCHOOL
Cottisford Road, Surrey
RG2 3JL
Surrey Prep School 1988
Preparatory School. Dependant
on a qualified full-time
teacher for 4-5 year olds.
Please an asset.
Rowen salary scale.
Apply in writing, together
with C.V., names/addresses
of three referees, to be sent to
the Headmaster, Cottisford
Road, Surrey RG2 3JL.
(30225) 205724

SURREY

OTHER ASSISTANTS
An enthusiastic
teacher required January 1988
for 4-5 year olds. Dependant
on a qualified full-time
teacher for 4-5 year olds.
Please an asset.
Rowen salary scale.
Apply in writing, together
with C.V., names/addresses
of three referees, to be sent to
the Headmaster, Cottisford
Road, Surrey RG2 3JL.
(30225) 205724

Colleges of Further and Tertiary Education

Directors, Principals and Vice Principals

WILTSHIRE

**CHIPPENHAM
TECHNICAL COLLEGE**
Chippensbury Road, SN15
3JD
VICE-PRESIDENT RE-
QUIRED FOR SUMMER
TERM 1988.
A replacement is sought
for Mr. Cyril Greenham on
his retirement at Easter
1988 from the Vice-
Principalship of this Group
3 College. Current salary
£19,415 - £20,532 (under
review).

Applications are sought from academically well- qualified and experienced senior educationalists with an up-to-date knowledge of further education man- agement systems. Previous industrial/commercial ex- perience will be an advan- tage.

Further information and
application form available
from the Clerk to the Gov-
ernors, Sandwell College,
(S.A.E. please), Closing
date 23.11.87. An Equal
Opportunity Employer
(16787)

EDINBURGH

SCOTTISH EXAMINATION BOARD

EXAMINATION OFFICER
Applications are invited
from experienced and suitably
qualified persons for the post of
Examination Officer for the
Scottish Examination Board.
The successful applicant will
be responsible for the adminis-
tration of the examination
process in the subject
area of Physics. A degree in
Education, or a degree in
Education with a knowledge
of the subject area of Physics,
or a degree in Education with
a knowledge of Computing
studies would be an advan-
tage. Examination
Officers have responsibility for
the organisation and
development of the profes-
sional aspects of the
Standard Grade and
Higher/Post-Higher
examinations. Appointment
will be on a full-time basis
from February
1988 with salary accord-
ing to current salary and
experience.
Application forms and
further details may be
obtained from the Per-
sonnel Officer, Scottish Ex-
amination Board, Pentlands
Business Centre, 10-12
Broomfield Road, Edinburgh
EH6 6BT. Tel: 01-273 6601.
Applications must be received
by 4th November 1987.
170000
(30403)

PAISLEY COLLEGE

A Scottish Central Institution

ADMINISTRATIVE ASSISTANT

Paisley College is a major degree awarding institution
funded by the Scottish Education Department with 3,000
full-time students on vocational oriented CNA degrees
and honours degree courses.
Applications are invited for the above post within the Col-
lege Administration. Duties will principally involve the ser-
vice of Committees within the School of Information,
Social and Management Sciences and the preparation of
papers, agenda, minutes and reports. The person
appointed will be expected to liaise closely with the Dean
and other senior academic and administrative staff as
appropriate.
Candidates should be graduates with previous experience
of educational administration or similar employment.
The salary scale is A23 - £8,088/£9,888 with placing
according to age, qualifications and experience.
Application forms and further details are available from
the Personnel Office, Paisley College of Technology, High
Street, Paisley PA1 2BE (Tel: 041-827 1241, ext. 220) to
which completed forms should be returned within 14 days
of the appearance of this advertisement. (30448)

THE ROYAL BLIND SCHOOL EDINBURGH.

HEAD TEACHER

Applications are invited for the above post which
will become vacant on the retirement of the present
incumbent in March, 1988.
Applicants must be registered or be eligible for
membership of the General Teaching Council for
Scotland and hold appropriate Teaching Certificate.
The School is a Residential one with some 85 pupils
ranging from Nursery to Senior Secondary levels
with special facilities for multiply handicapped chil-
dren. Experience in blind education is essential.
Salary appropriate to qualifications under the current
Scottish Teachers' Salaries Memorandum is
payable together with a substantial responsibility
element. The Head Teacher is required to live in
close proximity to the School and a house is avail-
able.
Application forms and further particulars are avail-
able from J.M. Munro, Secretary & Treasurer, The
Royal Blind Asylum and School, P.O. Box 500, Gil-
lepie Crescent, Edinburgh. EH10 4HZ. (30778)

ORKNEY ISLANDS COUNCIL

Education Department

ITINERANT TEACHER OF MUSIC

RE-ADVERTISEMENT

Applications are invited from suitably qualified
teachers for the above post. Applicants must be
registered with the General Teaching Council for
Scotland.
The post involves teaching at primary and
secondary level in various schools in the county.
Salary is in accordance with the Scottish Teachers
Salaries Memorandum, plus an Island Allowance of
£606 per annum.
Further details and application forms (to be
returned not later than Monday 26 October 1987) may
be obtained from the Director of Education and
Recreation Services, Council Offices, Kirkwall,
Orkney, telephone (0856) 3535. (3238)

sandwell
Metropolitan Borough Council
An Equal Opportunity Employer
at your service.

SANDWELL COLLEGE OF FURTHER AND HIGHER EDUCATION

VICE PRINCIPAL

GROUP 10 £25,455.00
FOR 1st SEPTEMBER 1988

Sandwell College was established on 1st September 1986,
and is a dynamic new major provider of education and
training, set in the industrial heartland of the West Midlands.
The College has a high level of commitment to the local com-
munity, and is making a positive contribution to the industrial
and commercial regeneration of the Black Country.
The College has three Vice Principals whose cross college
management duties are rotated on a biennial basis.
Applications for this post are invited from appropriately
qualified persons of energy, vision, and commitment, who
see this post as an opportunity for their own career develop-
ment towards the eventual leadership of a large educational
institution.
Requests for application forms and further information
should be made in writing to: The Director of Education,
Department of Education, P.O. Box 41, Shaftsbury House,
402 High Street, West Bromwich, Sandwell, West Midlands,
B70 9LT, quoting reference FE/JDG/CB.
The closing date for receipt of completed application forms
is Tuesday, 10th November 1987.
Convening of members or officers of the Authority will dis-
qualify. (30782)

WALTHAM FOREST COLLEGE OF FURTHER AND HIGHER EDUCATION

Head of School of Engineering (Grade IV)

Applications are invited for the above post to com-
mence on 1 January 1988. The School offers a wide
range of craft and technician courses in Mechanical,
Electronic and Electrical Engineering. A particular
emphasis for this post will be placed on Computer
Aided Engineering, but effective management of
the courses must still predominate.
This post is a re-advertisement and all previous
applications will be considered.
Salary £17,499 to £19,509 inclusive of London
Weighting (under review).
Further details and application form from the Col-
lege Personnel Services Officer, Waltham Forest
College, Forest Road, London E17 4JB. Tel: 01-527
2311 Ext. 258.
Closing date 6th November 1987.
WALTHAM FOREST IS A MULTI-RACIAL AREA AND
WE ARE ANXIOUS TO ENSURE THAT THIS IS
REFLECTED IN OUR WORKFORCE. WE WELCOME
APPLICATIONS FROM PEOPLE REGARDLESS OF
RACE, COLOUR, CREED, ETHNIC OR NATIONAL
ORIGINS, AGE, DISABILITY, MARITAL STATUS,
SEX OF SEXUAL ORIENTATIONS. (30984)

Waltham Forest

COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

Somerset College of Arts and Technology, Taunton. (FE)

VICE-PRINCIPAL (Group 7)

Applications are sought from experienced educators of
proven ability for the post of Vice-Principal. Candidates
should have the necessary energy, potential and com-
mitment to make a significant contribution to the con-
tinued development of this well-established and
responsive College.
The post is vacant from 1st January 1988 or as soon as
possible thereafter.
Application form and further details (see please) from
the Chief Administrative Officer, Somerset College of
Arts and Technology, Wellington Road, Taunton,
Somerset.
Closing date 12th November. (30773)

WALTHAM FOREST COLLEGE OF FURTHER AND HIGHER EDUCATION

Head of School of Engineering (Grade IV)

Applications are invited for the above post to com-
mence on 1 January 1988. The School offers a wide
range of craft and technician courses in Mechanical,
Electronic and Electrical Engineering. A particular
emphasis for this post will be placed on Computer
Aided Engineering, but effective management of
the courses must still predominate.
This post is a re-advertisement and all previous
applications will be considered.
Salary £17,499 to £19,509 inclusive of London
Weighting (under review).
Further details and application form from the Col-
lege Personnel Services Officer, Waltham Forest
College, Forest Road, London E17 4JB. Tel: 01-527
2311 Ext. 258.
Closing date 6th November 1987.
WALTHAM FOREST IS A MULTI-RACIAL AREA AND
WE ARE ANXIOUS TO ENSURE THAT THIS IS
REFLECTED IN OUR WORKFORCE. WE WELCOME
APPLICATIONS FROM PEOPLE REGARDLESS OF
RACE, COLOUR, CREED, ETHNIC OR NATIONAL
ORIGINS, AGE, DISABILITY, MARITAL STATUS,
SEX OF SEXUAL ORIENTATIONS. (30984)

Waltham Forest

Birmingham City Colleges

PRINCIPAL LECTURER

£14,794-£18,000 (under review)

Head of Section: Construction Technology and Professional Studies

You will be responsible for the management and
development of Construction Technology and Professional
Studies in the College as from 1st January 1988. You should
possess either a degree and/or an equivalent professional
qualification in the subject area.
Further particulars and application forms available by
telephone request to Frank Matley, the College
Principal on 021-604 5543. Job Share welcome.
Closing date 14 days after the appearance of this
advertisement.
The City Council welcomes applications from all
sections of the community irrespective of race, colour,
gender, sexuality or disability. (32460)

Guildford College of Technology

DEPARTMENT OF HEALTH & SOCIAL STUDIES

Lecturer Grade I in Education

To commence in January 1988, to join a well established
team in teaching on Teacher Training, City & Guilds,
R.S.A., ACSET and in-service courses. Applicants should
be graduates in any of the following areas: Psychology,
Social Work, Nursing, Special Education or Counselling.
Teacher training and the ability to counsel adults in a post-
compulsory area of education is essential.
Salary: £8,595 - £13,656 (under review)
proportionately reduced.
An application form and further details may be
obtained by sending a stamped, addressed envelope
to the Staffing Office, Guildford College of Further
and Higher Education, Redruth TR15 3RD to whom all
completed application forms should be returned
within two weeks of the appearance of this
advertisement. (30797)

CORNWALL COUNTY COUNCIL

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

The following are required as soon as possible, and the
closing date is 5th November, 1987.
Application forms/further details available from the
Principal at the College. (S.A.E. please).

W.R. TUSON COLLEGE - WHITTINGHAM HOSPITAL UNIT

St Vincent's Road, Fulwood, Preston
2 posts - TEMPORARY LECTURER I
(18 hours per week)
TEMPORARY ASSOCIATE LECTURER
(18 hours per week)
To teach Basic Skills at the Department of Psychiatry for
the Deaf.
Re-advertisement
ACCRINGTON AND ROSEDALE COLLEGE
Sandy Lane, Accrington
LECTURER IN PAINTING AND DECORATING
Lecturer I - to join an enthusiastic team of staff in the Con-
struction Section. (30944)

PRINTING DEPARTMENT

Part-time Lecturers

We are looking for part-time lecturers in Lithographic
Printing, Photography, Process Camera Operation.
If you are interested in teaching young adults please con-
tact the Head of Printing Department, Guildford College of
Technology, Stoke Park, Guildford GU1 1EZ. (Tel: 0448
31251 Ext. 214). (32460)

CONSTRUCTION DEPARTMENT

Lecturers Grade I in Brickwork and Heating & Ventilating

To teach on City & Guilds to Advanced Craft Certificate
level.
SALARY LECTURER GRADE I: £6,843-£11,886 progressing
to £13,656 plus £309 fringe area allowance.
Generous relocation expenses in accordance with Surrey
County Council scheme.
For application form and further details please contact:
The Staffing Officer, Guildford College of Technology,
Stoke Park, Guildford GU1 1EZ. (Tel: 0448 31251 Ext. 203).
CLOSING DATE: 8 NOVEMBER 1987.

6/9/7

SOUTH GLAMORGAN COUNTY COUNCIL

RUMNEY COLLEGE OF TECHNOLOGY, CARDIFF

Applications are invited for the post of:
Head of Department of Technology (Engineering)
(Grade IV)
Required for the 1st January 1988 or as soon as possible
thereafter a person of proven innovative capacity with an
interest in curriculum development. The successful candi-
date will have appropriate (graduate or equivalent) quali-
fications and significant industrial experience.
Salary scale for the post is £18,704 to £18,714 (under review)
This is a re-advertisement; previous applications will
automatically be reconsidered.
DEPARTMENT OF BUSINESS STUDIES
Lecturer Grade I in Secretarial/Office Skills
Required for 1 January 1988 a lecturer to teach a range of
secretarial and office skills to full-time and part-time
students.
Candidates must have advanced secretarial qualifications,
sound business experience and preferably hold a teaching
qualification.
Lecturer Grade I in Business Studies
Required for 1 January 1988 a lecturer to teach mainly
Organisation in its Environment to BTEC National level
courses. The ability to offer Marketing and/or Human
Resource Management and/or Finance will be an advan-
tage.
Candidates must have appropriate academic qualifications,
sound business experience, and preferably hold a teaching
qualification.
Salary scale for both posts £8,843 to £11,886 and then to
£13,656 (under review).
DEPARTMENT OF PRE-VOCATIONAL EDUCATION
AND COMMUNITY CARE
Lecturer Grade I in Community Care
A lecturer is required as soon as possible to teach on Car-
ing courses within the College. Courses currently in operation
include Pre-Nursing, NAMCM, Family and Community Care,
Caring for the Elderly, Pre-School Playgroup Association,
CPVE, etc.
Candidates must be suitably qualified with experience of
social work and allied topics. Preference will be given to
trained teachers who also hold the CQSW.
Salary scale for the post is £8,843 to £11,886 and then to
£13,656 (under review).
Applications are welcomed from suitably qualified and
experienced people regardless of their sex, race, religion,
colour, disability or marital status. The necessary forms and
further details may be obtained from:
The Principal,
Rumney College of Technology
Trowbridge Road
Rumney
Cardiff CF3 8XZ.
The closing date for applications will be 14 days from the
appearance of this advertisement.
Applications are welcomed from suitably qualified people
regardless of their sex, marital status, race, religion, colour
or disability. (30912)

West Glamorgan County Council

EDUCATION DEPARTMENT

Lecturing Vacancies

Applications are invited for the following posts to commence
in January 1988 or as soon as possible thereafter.
Swansea College, Tycoc, Swansea SA2 9EB.
Swansea College is a Tertiary College in its third year of
existence with a full-time student role of approximately 1,200.
A wide range of evening and part-time day students are also
catered for.
1. LECTURER I IN ENGLISH AND COMMUNICATION
STUDIES. The successful candidate will be an Honours
Graduate in English, with teaching experience. He/she will
be required to make a significant contribution to English
and Communication Courses across the College, including
G.C.S.E. 'A' level, AS level and Vocational Courses.
(Post Ref: 3/32/87).
2. LECTURER I IN SOCIAL CARE. The successful candidate
will have a background in the caring services, together with
a teaching qualification and/or teaching experience. He/
she will be required to act as tutor to students studying on
the City and Guilds 331 Family and Community Care
Course as well as offering teaching inputs into a variety of
other Care Courses.
(Post Ref: 4/32/87).
Application forms and further particulars for the above posts
can be obtained from the College upon receipt of a large
stamped addressed envelope, quoting the post reference.
The CLOSING DATE for receipt of completed applications is
THURSDAY 6th NOVEMBER 1987.
John Beale
Director of Education (30784)

Cornwall College of Further and Higher Education, Redruth

Principal: Mr L P S Piper

Applications are invited for a job-share position as

Lecturer II in Psychology

(HALF TIME) in the College's Centre for Professional and
Personal Development.
The Centre offers a range of professional training
courses in education and social work and also
personal development courses in group dynamics and
counselling.
The appointment will be a half-time post on a
permanent basis at Lecturer II level. Applicants
should hold a psychology degree or equivalent and
preferably have experience in either education,
social work, youth work or health.
Salary: £8,595 - £13,656 (under review)
proportionately reduced.
An application form and further details may be
obtained by sending a stamped, addressed envelope
to the Staffing Office, Cornwall College of Further
and Higher Education, Redruth TR15 3RD to whom all
completed application forms should be returned
within two weeks of the appearance of this
advertisement. (30797)

CORNWALL COUNTY COUNCIL

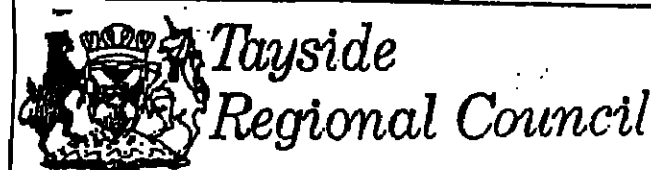
Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

The following are required as soon as possible, and the
closing date is 5th November, 1987.
Application forms/further details available from the
Principal at the College. (S.A.E. please).

W.R. TUSON COLLEGE - WHITTINGHAM HOSPITAL UNIT

St Vincent's Road, Fulwood, Preston
2 posts - TEMPORARY LECTURER I
(18 hours per week)
TEMPORARY ASSOCIATE LECTURER
(18 hours per week)
To teach Basic Skills at the Department of Psychiatry for
the Deaf.
Re-advertisement
ACCRINGTON AND ROSEDALE COLLEGE
Sandy Lane, Accrington
LECTURER IN



Thryside Regional Council

FURTHER EDUCATION

ANGUS TECHNICAL COLLEGE, KEPTIE ROAD, ARBROATH DD11 3EA (Tel. 0241-72056)

Lecturer "B" (2 Posts) - Business Studies and Public Administration (Salary Scale - £9093 - £13,398)

Applications are invited for the above posts from suitably qualified and experienced persons who should be able to teach in at least two of the following areas: Accounting; Law; Economics; Public Administration; Personnel; Marketing and Management. As well as NC and HNC classes, the Section offers a variety of short courses, on which the successful applicants would also be required to teach.

Lecturer "B" in Office Studies (Salary Scale - £9093 - £13,398)

Applications are invited from suitably qualified persons preferably with relevant industrial experience to teach a range of Office Studies Subjects a 6 Office Administration, Accounts, Shorthand, Typewriting and Word Processing to students on National, Higher National Certificate and Diploma Courses.

DUNDEE COLLEGE OF FURTHER EDUCATION, OLD GLAMIS ROAD, DUNDEE DD3 8LE (Tel. 0382-819021)

Lecturer "B" in Electronic Servicing (Salary Scale - £9093 - £13,398)

Candidates should have industrial experience in a branch of Electronics.

The teaching programme offered is likely to be mainly concerned with the Electronic content of the SCOTVEC National or Higher National Certificate in Electrical and Electronic Engineering.

The preferred qualification is a Degree in Electrical and Electronic Engineering.

Application forms and further details of the above posts may be obtained from the Principal of the College concerned to whom completed applications should be returned by Friday, 6 November 1987.

THRYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

(53946)

Bromley College of Technology
Rookery Lane,
Bromley BR2 8HE
Tel: 01-692 6331

Lecturer I Communications

Available from 1st January, 1988, TWO posts of Lecturer I to teach subjects from the following: Communications on Secretarial and BTEC courses, including Leisure Studies, Office Skills and Technology, Reception and Customer Relations Skills, Interviewing and Job-seeking and Marketing the Leisure Industry.

Join a lively team in an expanding area of work. Apply immediately to the Principal's secretary for further details and an application form.

Closing date: Friday, 6 November 1987.

Salary scale (under review) for both posts is £6,843-£11,865 plus outer, London weighting of £795.

(53948)

BLACKPOOL AND THE FYLDE COLLEGE



LECTURER II IN MATHEMATICS

LECTURER I IN CHEMICAL PLANT TECHNOLOGY
ASSOCIATE LECTURER IN PSYCHOLOGY

Closing date: 30th October, 1987.

For application form and further particulars apply to The Principal, Blackpool and the Fylde College, Ashfield Road, Bispham, Blackpool, Tel: 62362 Ext. 331.

(53951)

Lancashire County Council is an Equal Opportunities Employer welcoming applications from all sections of the community

COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

Oxfordshire County Council

AN EQUAL OPPORTUNITY EMPLOYER

THE HENLEY COLLEGE

This new tertiary College, the first in Oxfordshire, opened in September 1987. The following post, to start in April 1988 (or sooner in the Spring term if possible), offers an attractive opportunity to help create a new College.

CREATIVE and PERFORMING ARTS: Division/Team Leader

This important and exciting post offers the opportunity to lead a team of staff responsible for teaching Art and Design, Music, Drama and other Performing Arts to 16-19 and adult students. We are looking for a creative artist or designer with interests across these fields. Applicants should have good organisational skills, management potential and the ability to produce work of a high standard. Teaching and/or industrial/commercial experience in the Art and/or Design field would be an advantage.

Salary: Senior Lecturer Grade: £12,615 - £14,820 (Bar) (under review)

Please write for further details (enclosing an A5 SAE please) to Mr G D J Phillips, Principal, The Henley College, Deanfield Avenue, Henley-on-Thames, Oxon RG9 1UH (telephone Henley 0491 678988). Applications should be received by Friday 6 November 1987.

(53949)

Barnfield College

SCHOOL OF ART & DESIGN

Applications are invited for the following full-time post in the School of Art and Design, which becomes vacant on 1st January 1988.

SENIOR LECTURER IN GRAPHIC DESIGN

- to undertake responsibility for the development of a curriculum to meet the changing needs of industry.
- to co-ordinate the School's Graphic Design, Photographic and associated studies on BTEC, YTS and Adult Training courses.
- to teach within his/her own disciplines.

Salary Scale: £12,615-£15,873 pa

For further details and application form please apply to Miss M Lawrence at the College. Completed application forms should be returned to the Principal, James Horrocks, by Friday 6th November 1987.

Barnfield College, New Bedford Road, Luton LU3 2AX. Tel (0582) 507631.

(53947)

CUMBRIA

BARROW IN FURNES COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow in Furness, Cumbria LA14 1NB
Tel: (0228) 25017

LECTURER GRADE I IN ENGINEERING

To teach mathematics, engineering science, engineering drawing and associated subjects to B.T.E.C. Certificate and City & Guilds of London courses. Applicants must have relevant academic qualifications and industrial experience.

Applicants will have an added advantage if they are teacher trained or have teaching experience.

Further particulars and application forms are available from the Principal, Barrow in Furness College, Howard Street, Barrow in Furness, Cumbria LA14 1NB. Tel: (0228) 25017.

Applications should be returned by 6th November 1987. (53950)

DUDLEY METROPOLITAN BOROUGH

HALESOWEN COLLEGE
Lecturer in Engineering

Required for 1st January 1988 or earlier if possible.

Applicants should be able to teach workshop theory and practice and related subjects to B.T.E.C. Certificate and City & Guilds of London courses. Candidates must be over 25 years of age and have relevant academic qualifications and industrial experience.

Further details from the Principal, David Terry, Halesowen College, Whitlam Road, Halesowen, West Midlands B63 3NA. Tel: (021-550 1431).

Applications should be returned by 6th November 1987. (53951)

KENT COUNTY COUNCIL EDUCATION DEPARTMENT SOUTH KENT COLLEGE

Open Learning Co-Ordinator (Senior Lecturer)

Applications are invited from suitably qualified persons for this important post.

For further particulars and application form apply to the Principal, South Kent College, Shorncliffe Road, Folkestone, Kent CT20 2NA (0303-56661).

Closing date for applications: Friday 6 November 1987.

(53953)



GRANTHAM COLLEGE OF FURTHER EDUCATION, Stonebridge Road, Grantham, Lincs. Telephone (0476) 63141

DEPARTMENT OF BUSINESS STUDIES

LECTURER Grade I in Travel and Tourism

Required for 1st January 1988 a person to teach students on BTEC National Diploma in Travel and Tourism and COTAC Level 1 and Level 2 courses.

Applicants should be ambitious, able and have good business experience at management level in a travel related business. Previous full-time or part-time teaching experience would be an advantage but not an essential pre-requisite for the post.

Application form and further particulars available from the Principal and should be returned by 2nd November 1987.



WAKEFIELD DISTRICT COUNCIL

LECTURER II - FLEXIBLE LEARNING CO-ORDINATOR FOR MANAGEMENT STUDIES

A Lecturer II is required to co-ordinate the increasing range of management training schemes run on a flexible learning basis. Experience on open learning management courses is necessary.

Applications forms available (on receipt of an a.s.e.) from The Chief Education Officer, 8 Bond Street, Wakefield, WF1 2QL, to be returned by 6 November 1987.

COLLEGES OF FURTHER AND TERTIARY EDUCATION

ESSEX

LOUGHTON COLLEGE OF FURTHER EDUCATION
Loughton, Essex IG10 3BA
Tel: 01-408 8311

DEPARTMENT OF BUSINESS STUDIES

Required from 1.1.88 or as soon as possible. Applicants should be able to teach workshop theory and practice and related subjects to B.T.E.C. Certificate and City & Guilds of London courses. Candidates must be over 25 years of age and have relevant academic qualifications and industrial experience.

Further details from the Principal, David Terry, Loughton College, Loughton, Essex IG10 3BA. Tel: (01-408 8311).

Applications should be returned by 6th November 1987. (53954)

Application forms and further details are available from the Principal, Loughton College, Loughton, Essex IG10 3BA. Tel: (01-408 8311).

Applications should be returned by 6th November 1987. (53955)

GLoucestershire TECHNICAL COLLEGE

Applications are invited from suitably qualified persons for the post of

LECTURER GRADE I IN ELECTRONICS/BUSINESS STUDIES

To teach mainly at BTEC National level initially. Applicants should be able to teach workshop theory and practice and related subjects to B.T.E.C. Certificate and City & Guilds of London courses. Candidates must be over 25 years of age and have relevant academic qualifications and industrial experience.

Further details from the Principal, David Terry, Gloucestershire Technical College, Gloucester, Gloucestershire GL1 1JH. Tel: (01242 55011).

Applications should be returned by 6th November 1987. (53956)

Application forms and further details are available from the Principal, Gloucestershire Technical College, Gloucester, Gloucestershire GL1 1JH. Tel: (01242 55011).

Applications should be returned by 6th November 1987. (53957)

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Application forms and further details are available from the Principal, Gloucestershire Technical College, Gloucester, Gloucestershire GL1 1JH. Tel: (01242 55011).

Applications should be returned by 6th November 1987. (53973)

GUERNSEY

STATES OF GUERNSEY COLLEGE OF FURTHER EDUCATION
Department of Business Studies

LECTURER IN ACCOUNTANCY

Applicants are invited from suitably qualified persons who hold a recognised qualification in accountancy and have relevant experience in the field of accountancy.

Further details from the Principal, States of Guernsey College of Further Education, St. Peter's Port, Guernsey. Tel: (01481 2141).

Applications should be returned by 6th November 1987. (53974)

Application forms and further details are available from the Principal, States of Guernsey College of Further Education, St. Peter's Port, Guernsey. Tel: (01481 2141).

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Applications should be returned by 6th November 1987. (54000)

SAUDI ARABIA
THE CONTINENTAL
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Independent co-ed. day
sch. 500 students. Imme-
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Upper School 11-16 yr.
or Biology/Integrated
science up to U.C.E.

Experienced male appli-
cants. Salary £10,000 -
15,000 per annum tax-
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and benefits.

Please apply urgently
in CV and names of 2
referees to: **Gabbay**
Staffing Recruitment Ltd
8 Backwell Street, London
W1 8SR Tel: **01-734**
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RS

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ructor

MSc3 responsible for the provision, development and coordination of social education and leisure time activities. An exact job description will be agreed later dependent upon the strengths and aspirations of the selected applicant.

Science Coordinator MPG
Cheshire Middle School, Bruggen

An experienced and adaptable teacher is sought to lead and coordinate the teaching of Science throughout the school. The ability to contribute to technology programme is essential. The successful candidate will be capable of teaching a range of subjects other than Science.

SD4 **Drama MPG**

A teacher is required within the Dept of Expressive Arts to teach Drama throughout the school. A practical interest in Music is desired so strengthen links with Art and Music curricula.

CONDITIONS OF SERVICE

Salary will be in accordance with the Education (School Teachers' Pay and Conditions of Service) Order 1987. In addition, the London Area Allowance is payable.

Superannuation --- Normal rights are safeguarded

Foreign Service Allowance/Cost of Living Allowances. A tax free allowance is payable. Further information will be forwarded to interested applicants.

Accommodation is normally provided free


All applicants should be resident in the United Kingdom, where they have recently gained at least two years' teaching experience in a similar post to that for which they are applying. They should preferably be under 47 years ago at the start of an engagement.

The Civil Service is an equal opportunities employer.

Requests for application forms and further details should be made in writing to:

Service Children's Education Authority 2a MOD/2/82

HQ DAED
Court Road
Eltham
London SE9 9NR



The closing date for completed application forms is Friday November 6th.
Interviews will be held in December and January.

SOUTH KOREA

The Seoul British School
Peace Recruitment Consultants have been engaged by the school to recruit

A Reception Class Teacher
for approximately 10-15 five to six year olds

The school is situated in an attractive building in Seoul and currently has over 80 children on roll.

The successful candidate will be British, with preferably a minimum of 3 years experience, an ability to offer music, or play the Piano would be an advantage.

Of course, host the Olympic Games next year, and to the post offers an ideal opportunity for a teacher interested in the many sporting activities on view at that time.

The contract is for two years, with single rent free accommodation, return air fare, baggage allowance, salary, initially tax free of 18000 dollars.

Interviews will be held in the UK in December, and the successful candidate will commence duties in January.

Please send two copies of each of the following CV, Letter of Application, the Names and Addresses of two referees, and Passport Photographs to Department S, Peace, 88 Eccleston Gardens, St Helens WA10 2BN.

The closing date is 1 November 1987

In addition to a high salary, which will be **tax-free** subject to completing one year's service in Saudi Arabia, successful candidates will receive free accommodation, messing, medical care and other benefits, including travel-paid leave.

Please apply in writing, giving brief details of experience, quoting reference 086/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

of Department
with suitable

The successful candidate will be in complete accord with the school philosophy, which expresses a holistic approach to education.

Initial letters of application and CV should reach the school by October 31st, 1987.

Write to: The Chairman of the Board of Governors,
ISS International School
Preston Road,
Singapore 0410
Telephone 86 476 4188
Telefax 86 273 7086

2 referees
acruitment, 6/8
2BR. (Tel.: 01-
2952)




(52458)

**Sir James Henderson
British School
Milan**

Roll: 250 Primary – 150 Secondary.
Required immediately for January 1988:
Teacher of English to A level, experience of A level teaching essential. Head of Department post available for applicant with suitable experience.
Interviews late October.
Please send CV with names of 2 referees urgently to: Gabbites Thring Recruitment, 8/8 Sackville Street, London W1X 2BR. (Tel: 01-

ISS International School

Singapore



Applications are invited from well qualified and experienced educators and administrators for the post of:

Headmaster and Dean of the College


The School offers American High School courses from K to Grade 12, and British GCSE 'O' and 'A' level courses.

The College offers the first two years of American Bachelor degrees, in association with Broward Community College, Florida, USA.

The successful candidate will be in complete accord with the school philosophy, which expresses a holistic approach to education.

Initial letters of application and CV should reach the school by October 31st, 1987.

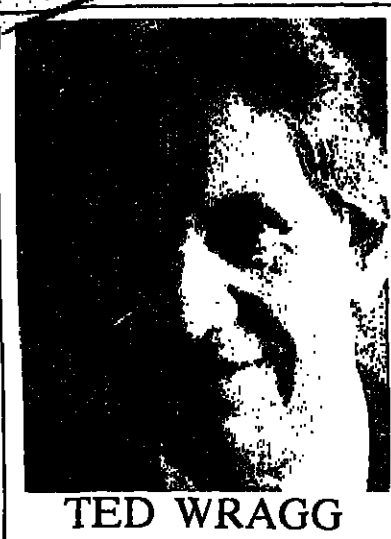
Write to: The Chairman of the Board of Governors:
ISS International School
Preston Road
Singapore 0410
Telephone 86 475 4188
Telex 86 273 7085



PERSONAL COLUMN

Heads' aches

'Anyone who makes it to retirement without becoming unhinged should automatically be knighted'



TED WRAGG

The phone rang. It was TV-am wanting to know if I would put in an appearance on next morning's breakfast programme to defend the use of calculators by children. Not possible, as I was teaching first thing, but why, I queried, should anyone have to justify this nowadays commonplace piece of 1970s technology?

Apparently, I was told, someone called Sir Rhodes Boyson had been on the programme that morning attacking the use of the little electronic miracles and a counter-argument was required. Now hold on a minute, sunbeam. Did I hear aright? Sir Rhodes Boyson? Ol' Baggy Eyes knighted? The mind filled with ludicrous images. Did the Queen, one wondered, tap him on the shoulder and say "Arise Sir Baggy"? Would he now go riding through schools on a white charger, poking microcomputers off shelves with his lance? This would be a bit much, as many business people acknowledge that it is the younger generation who take most easily to word processors because of all the valuable preparatory work schools have done.

It was not, however, the picture of Sir Baggy rabbiting on about the evil influence of 20th-century technology, or, for that matter, of the wheel, that stuck in my mind. It was rather the thought that he is one of a very small number of former teachers or heads to be given the sort of public honour which any society ought to confer on its most distinguished educators of children.

Headship, in particular, is nowadays so demanding that anyone who makes it to retirement without suffering a nervous breakdown, becoming unhinged, or developing delusions of being Joan of Arc or Napoleon, should automatically be elevated to the peerage.

Many heads have managed to run their schools effectively through the most severe period of industrial action anyone can remember, survived the mayhem of reorganization, contractions or merger, have tried to sustain their colleagues' morale when conditions have been poor, and have kept good relationships with pupils and parents. Add to this the fact that many did lunchtime supervision every day for months on end, and it is not exactly a recipe for a wrinkle-free countenance.

It all reminds me of when I visited New

York around 1970. Here were some of the most talented and energetic high school principals in the United States keeling over as a result of the pressures. The city was virtually bankrupt so resources were constantly cut. The head of one school told me that he had just been presented with a list of nine non-negotiable demands by student activists. The first three required him to stop the war in Vietnam, improve housing and abolish poverty. He took one look at his capitation and opted for early retirement.

Small wonder that some heads do actually go dotty when up against it. There is a long and honourable tradition of likeable fruit-cakes running schools, and every teacher I ever talk to seems to have met a certifiable lunatic along the way.

One head used to cycle down the corridors of his school wearing his gown which flew out in the breeze as he sped past classrooms. Any time he saw pupils writing, or noticed teachers working with an individual or small group, he would burst in and remind them they were paid to teach the whole class. Sir Baggy would have loved him.

Another only appeared once a month to give out salary cheques to staff. Did he, one wondered, offer a word of encouragement ("Well done, Scroggins. I've added an extra fiver for effort"), but apparently he just handed over the loot.

What has been particularly noticeable over the past 20 years is the emergence of a

highly professional breed of deputy head. A few years ago a study of deputies showed they fell into two major groups: the bright and capable understudy who might one day be a head, and the old lag whose only duty seemed to be to pin notices on the staffroom notice-board. This amused me greatly at the time, because the deputy in my school was so incompetent, if he'd tried to pin a notice on the board he would probably have missed. The skilful pro is in the majority today.

One big worry for schools is that many very capable teachers, who would make superb deputies or heads, are simply unwilling to take the job, preferring instead, and who can blame them, to get on with their classroom teaching. This situation is likely to become worse after the Government's forthcoming Education Bill becomes law and heads, faced with increasingly powerful governing bodies, find themselves with more responsibility, but less control over what goes on.

Running the total school budget, for example, would be fine if schools were well-funded and heads were supported with proper professional financial advice. Many will find that they are expected to administer complicated budgets alongside all their other duties.

Another perplexing feature of life at the top is that some recent events have tended to drive a wedge between heads and the rest of the staff. The Government and some local

authorities have sometimes sought to pick heads off as separate beings, almost an extended arm of national or local politics. Some heads have been reprimanded for writing to the press to complain about cuts or proposed closures, on the grounds that heads, though not necessarily teachers, must be loyal implementers and accepters of local authority policy. This sort of repressive and divisive twaddle must be seen off.

As someone who is responsible for a large university department I can empathize with heads receiving endless notes about the need to cut 5 per cent off this and 10 per cent of that, the blame that comes from politicians for everything from the failure of our athletes in the world championships to the price of sliced bread, and the countless exhortations to raise money.

The complete futility of being in charge of anything in education nowadays was beautifully summed up for me a few months ago. I was staying with my parents on my way to a conference, and I went out for my usual morning run, undertaken in the faint hope that being moderately fit will help me cope with most of the rubbish that comes my way.

I rounded the corner by the post office where the old Yorkshire gaffers congregate to collect their pensions. One of them looked me up and down as I lurched past frantically gasping for air and trying to work out my conference address at the same time. Bringing to hear 80 years, at a guess, of accumulated insights into human behaviour, he distilled the essence of holding any position of leadership in education in present circumstances. "Thin' daft bugger", he muttered. It said it all.

NEXT WEEK

A level review

Sue Surkes sifts through the evidence submitted to the Higginson Committee

Showing industry how

Management experts say schools can teach firms a thing or two

Extra: English

NOTICEBOARD

PEOPLE...

Mr Roddy Cavallaro, the deputy director general of the British Council, has been inducted as president of the executive council of the British Education Equipment Association. Mr C Bundy, group managing director of E J Arnold & Son has taken over as chairman. Mrs Sheila Greenfield has been appointed headteacher of Townsend Church of England School St Albans on the retirement of Mrs Patricia Pollard. She was formerly head of Lagan College, Northern Ireland. Professor Gerald Barnbaum has been appointed to the new post of executive pro-vice chancellor and registrar of the University of Leicester, from October 1.

Mr Terry Lammon has been elected president of the north-east region of the Association for Science Education. He is technical director of International Paint, based in Felling, Tyne and Wear, and succeeds Dr David Bellamy.

CONFERENCES...

November 6
Open learning: a student-centred approach organized by the modern languages section of the National Association of Teachers in Further and Higher Education at Regent's College, London NW1. Speakers include Sheila Innes and Brian Hill. Fee £17.50. Details from Mrs Kate Seager, Littlestone House, Wall Hill, Ashurst Wood, East Grinstead, Sussex.

November 7
Action research in pastoral care organized by the National

Association for Pastoral Care in Education and Sunderland Polytechnic Faculty of Education. Speaker Colin Blight. Details from Stephen Murray, Hamerton Hall, Sunderland Polytechnic, Gray Road, Sunderland SR2 7EE.

November 10
Forum on the Rights for Elderly People to Education (FREE) Conference at the Institute of Education, Bedford Way, London WC1, with Sally Greengross, Eric Midwinter, Roger Harrison, Brian Greenbridge and Frank Glendenning. FREE is an Age Concern England information network open to everyone interested in education and older people. Details from the Co-ordinator, Diane Norton, Barnard-Sunley House, 60 Pitcairn Road, Mitcham, Surrey CR4 3LL.

November 12
From policy to practice: equal opportunities in education at the Industrial Society with Keith Evans and Barbara Tatton for staff in L.E.A.s, schools and colleges. Details from the Industrial Society, 48 Bryanston Square, London W1.

November 13
Autism: implications for family and school organized by the National Association of Teacher Therapists and Teachers in Multidisciplinary settings at Isledon Teachers' Centre, London N4. Details from Gill Eastaugh 01-579 6542 (evenings).

November 14
Collection of literacy documents organized by the British Association for Literacy in Development at Reading University, 16 London Road,

Reading, followed by the association's first annual meeting. Members £5.00, others £10.00 (to include membership of BALID for 1988). Details: Don Clarke, BALID, 69 Greenhill Road, Birmingham B16 9SU.

EVENTS...

October 13-January 10
The Common Chronicle: an exhibition of treasures from county record offices, including letters, photographs and maps at the Leicestershire Museum and Art Gallery. Details from Miss K. Thompson, County Archivist, Leicestershire Record Office, 57 New Walk, Leicester LE1 7JB.

October 27-31
"From Devil's Food" to Dairy Milk: explores the history of chocolate through five workshops involving cookery, drama, craft activities and informal talks at the Geoffrey Museum, Kingsland Road, London E2. All activities are free but booking is essential for workshops and talks on Thursday and Friday. Children under 7 must be accompanied. Further information from the Education Department: 01-739 9893.

November 10
Anticipation and identification: working with the disturbed child: a lecture by Dr Anthea Blöfeld at The Tavistock Centre, 120 Belgrave Lane, London NW3. Lecture Room 4, for the Forum for the Advancement of Educational Therapy. Details from Jean Cowen, 2 Brentington, 213 Willesden Lane, London NW9.

COURSES...

October 26-29
Half-term dance and music course for primary and middle school teachers at the London Contemporary Dance Theatre, The Place, 17 Dulwich Road, London WC1. Cost: £55. Details from 01-387 0324 ext 241.

November 12-14
Assembly in the primary school: a two-day course for teachers on current aims and practice. Details from the director, BFSS National RE Centre, West London Institute of Higher Education, Borough Road, Isleworth TW7 5DU.

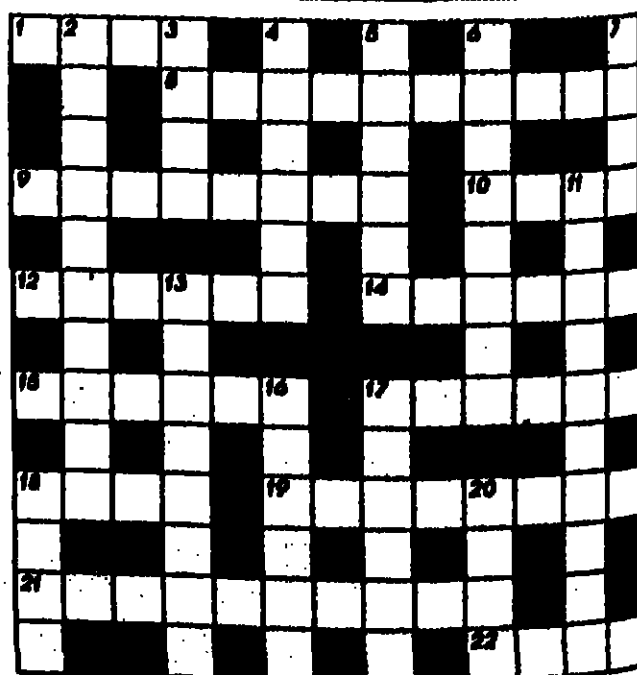
November 12
From policy to practice - equal opportunities in education at the Industrial Society with Elizabeth Bargh, Keith Evans, Barbara Tatton and Beryl Morris. Fee: £58.66. Details from Fiona McConach, The Industrial Society, 48 Bryanston Square, London W1.

PUBLICATIONS...

Signposts - a guide for women returning to work or learning discusses financial help, writing job applications and where to go for advice on jobs or courses. It is published by the Equal Opportunities Commission and is available free from Overseas House, Quay Street, Manchester M3 3HN.

Names for Noticeboard should be sent to Janelle Wolf, TES, Priority House, St John's Lane, London EC2M 4XK.

CROSSWORD



Across

- 1 A favourite all-round fuel (4)
- 8 Game for old school get-togethers (5, 5)
- 9 What a faberman may do, though rated (8)
- 10 An ill-considered break-out (4)
- 12 Holiday cone (6)
- 14 New verse I correct (6)
- 15 Free to think again (6)
- 17 Absolutely denied involvement (6)
- 18 Some private tuition for the benefit of the senescent (4)
- 19 Swirling dangoes from Khartoum, perhaps (8)

Down

- 2 Corner at 90 (5, 5)
- 22 Accomplished fellow with a certain bearing (4)
- 3 It's wrong to raise the pace (4)
- 4 A note sent out by representatives (6)
- 6 Tactless native (6)
- 6 Deeply - improved and serious in intention? (8)
- 7 Island in main channel (4)
- 11 Temporary cessation of South American resentment pay (10)
- 23 Cupid power? (8)

- 16 Islam's new ghazal (6)
- 17 Colour I associate with wry-as-a-joke (6)
- 18 Real troublemaker and is belied (4)
- 20 Born and died in poverty (4)

Solution to puzzle 221

